

**COMMISSION ON PEACE OFFICER STANDARDS AND TRAINING**

1601 ALHAMBRA BOULEVARD
SACRAMENTO, CALIFORNIA 95816-7083

COMMISSION MEETING AGENDA

January 23, 1997 - 10:00 A.M.
Wyndham Hotel
6225 West Century Boulevard
Los Angeles, CA 90045
(310) 670-9000

NOTE: From 10:00 a.m. to 10:30 a.m. the Commission will convene a CLOSED SESSION for the purpose of discussing personnel issues.

AGENDA

CALL TO ORDER - 10:30 A.M.

FLAG SALUTE

MOMENT OF SILENCE HONORING PEACE OFFICERS KILLED IN THE LINE OF DUTY

Since the last Commission meeting, the following officers have lost their lives while serving the public:

- o Officer James D. Schultz, CHP - Winterhaven
- o Detective Charles D. Swanson, Eureka Police Department
- o Officer Mario Navidad, Los Angeles Police Department
- o Deputy James Lehmann, Jr., Riverside County Sheriff's Department
- o Deputy Michael P. Haugen, Riverside County Sheriff's Department

WELCOMING NEW COMMISSIONER

Janice H. Scully, District Attorney, Sacramento County

ROLL CALL OF COMMISSION MEMBERS

INTRODUCTIONS

HONORING COMMISSIONER DEVALDIS RUTLEDGE -
CHAIRMAN - APRIL 1995 - APRIL 1996

HONORING FORMER COMMISSIONER

Raquel Montenegro - February 1985 - July 1996

APPROVAL OF MINUTES

- A. Approval of the minutes of the November 7, 1996 regular Commission meeting at the Embassy Suites in Seaside.

CONSENT CALENDAR

B.1 Receiving Course Certification Report

Since the November meeting, there have been 89 new certifications, 0 decertifications, and 69 modifications. In approving the Consent Calendar, your Honorable Commission receives the report.

B.2 Receiving Financial Report - Third Quarter FY 1996/97

The third quarter financial report is under this tab for information purposes. In approving the Consent Calendar, your Honorable Commission receives the report.

B.3 Receiving Information on New Entries Into the POST Regular (Reimbursable) Program

The Del Norte County District Attorney, the Mira Costa College District Police Department, and the Cuesta College Department of Public Safety have met the Commission's requirements and have been accepted into the POST Regular Program. In approving the Consent Calendar, your Honorable Commission receives the report.

B.4 Receiving Information on New Entries Into the POST Specialized (Non-Reimbursable) Program

The City of Fresno Airport Department of Public Safety has met the Commission's requirements and has been accepted into the POST Specialized (Non-Reimbursable) program. In approving the Consent Calendar, your Honorable Commission receives the report.

B.5 Receiving Information on Withdrawal from POST Specialized (Non-Reimbursable) Program

The Southern Pacific Railroad Police Department has merged with the Union Pacific Railroad Police Department and has withdrawn from the program. In approving the Consent Calendar, the Commission takes note they are no longer part of the POST Specialized Program.

B.6 Receiving Information on New Entry Into the Public Safety Dispatcher Program

Procedures provide that agencies that have expressed willingness to abide by POST Regulations and have passed ordinances as required by Penal Code Section 13522 may enter into the POST Reimbursable Public Safety Dispatcher Program pursuant to Penal Code Sections 13510(c) and 13525.

In approving the Consent Calendar, your Honorable Commission notes that the Fontana Unified School District Police Department has met the requirements and has been accepted into the POST Reimbursable Public Safety Dispatcher Program.

B.7 Setting Command College/Executive Leadership Program Tuition for Non-Reimbursable Agencies

Consistent with Commission policy, staff annually reviews the tuition charged to non-reimbursable agencies and reports to the Commission each January with the recommended tuition for the coming year.

The current tuition for the Command College/Executive Leadership Institute (CC/ELI) is \$2,762. Analysis of costs is included in the report under this tab. The analysis suggests that the current tuition should remain unchanged in 1997.

In approving the Consent Calendar, your Honorable Commission receives the report and sets the tuition rate of \$2,762 effective for Classes 26 and 27.

B.8 Setting Supervisory Leadership Institute Tuition for Non-Reimbursable Agencies

Consistent with Commission policy, staff annually reviews the tuition charged to non-reimbursable agencies and reports to the Commission each January with the recommended tuition for the coming year.

The current year tuition rate is \$1,636. Analysis shows that the tuition level should remain the same for classes beginning July 1997 through June 1998. Analysis of costs is included in the report under this tab.

In approving the Consent Calendar, your Honorable Commission receives the report and sets the tuition rate of \$1,636 effective for classes beginning July 1997 through June 1998.

PUBLIC HEARING

C. Receiving Testimony on Proposed Changes to Commission Regulations and Commission Procedures Regarding Minimum Selection Standards for Regular and Reserve Officers

At its November 1996 meeting, the Commission received a staff report on a series of proposed changes to Commission Regulations 1001, 1002, 1007(a) and Commission Procedures C-1 and C-2 pertaining to minimum selection standards for regular and reserve officers. Following the staff report, the Commission scheduled a January 23, 1997 public hearing to receive comment on the proposed changes.

All proposed changes to the Commission's regulations and procedures are described in the full agenda report. The most substantive of the proposed changes are as follows:

Language would be added to the regulations on minimum education requirements for regular and reserve officers to make explicit that high school graduation must be from a U.S. high school. Since 1989, the Commission has interpreted its current regulations, and the underlying provisions of Government Code Section 1031(e), to require graduation from a U.S. high school. POST legal counsel confirms this interpretation as being reasonable.

Language would be added to the same regulations which specifies that the high school graduation requirement may be satisfied by achieving a passing score on the California High School Proficiency Examination (CHSPE). Per Education Code section 48412, passing the test is the legal equivalent of attaining a high school diploma.

Current language in the regulations for regular officers, which specifies the minimum scores that must be achieved on the General Education Development Test (GED) in order to satisfy the minimum education requirement, would be added to the regulations for reserve officers.

Commission Procedure C-1, subparagraph 1-5(l), which requires the background investigator to collect medical information, would be deleted. This change is necessary to comply with the provisions of the Americans with Disabilities Act of 1991 (ADA), which prohibit the collection of medical information prior to a conditional job offer.

Commission Procedure C-1, subparagraph 1-5(g) would be changed to require that the background investigator contact all previous employers of the candidate during the last ten years. Currently there is no time limit and all previous employers must be contacted.

The proposed change is consistent with what is recommended in the *POST Peace Officer Background Investigation Manual* and what the candidate is required to document in the *POST Personal History Statement*.

Current psychological screening requirements, as stated in Commission Procedure C-2, would be expanded to require a clinical interview for all candidates. At present only candidates for whom the psychological test results are inconclusive or suggest disqualification must be interviewed. In 1985, when the current requirements were enacted, the Commission opted not to require that all candidates be interviewed due to concerns that such an action would place an undue burden on some agencies - both from the standpoint of cost and the limited availability of psychologists in certain remote areas of the state. The Commission has always **recommended** that a clinical interview be conducted for all candidates, and the concerns raised in 1985 are now largely nonexistent, as it is now common practice for agencies in the POST program to require a clinical interview for all candidates. Expansion of the requirement is also consistent with the recommendations of both the International Associations of Chiefs of Police and the Division 18 of the American Psychological Association (Psychologists in Police Service).

A provision would be added to Commission Procedure C-2 which requires that the results of the psychological examination be reported in writing to the hiring authority. The new requirement would parallel an existing requirement that the findings of the medical examination be reported in writing, and is necessary to document that the hiring authority received the required information before making the final hiring decision.

Another provision would be added to Commission Procedure C-2 that requires the hiring authority to retain written verification that employed persons have been examined and found to be medically and psychologically suitable in accordance with the Commission's requirements. This requirement is necessary to verify compliance, as POST personnel are prohibited from accessing the actual medical records of such individuals per the ADA.

The current vision standards, as enumerated in Commission Procedure C-2, would be expanded to require that candidates be screened for both corrected and uncorrected visual acuity, and visual field. Recommended evaluation criteria for these factors are included in existing POST guidelines.

With respect to proposed changes to the current minimum education requirement, the Commission, in November, further directed that staff research the feasibility of accepting both graduation from schools outside the U.S. that are administered by the U.S. and attended by the dependents of U.S. military personnel, and diplomas from other countries that are recognized by California colleges and universities as meeting college entrance requirements.

Staff research with respect to the persons who have graduated from schools outside the U.S. revealed that high schools in the U.S. Department of Defense Dependent School System (military schools), including those located outside of the U.S., are fully accredited by the North Central Association of Colleges and Schools. Thus, such high schools fall under the proposed revised definition of a "high school" as enumerated in Commission Regulation 1001(o), which includes any "U.S. school accredited as a high school by a recognized regional accrediting body." Proposed additional language to Regulation 1001(o), which would make this point explicit, reads as follows: "Inclusive of this definition are schools for the dependents of U.S. military personnel which comprise the Department of Defense Dependent School System."

Staff findings concerning the practices of California colleges and universities for evaluating the equivalency of education received in another country indicate there are no definitive and universally recognized standards for conducting such evaluations, and that the evaluations can be quite subjective, complex and costly to carry out. Given these circumstances, and given the ready availability of the General Education Development Test (GED) as an alternative means of satisfying the high school graduation requirement, language has **not** been incorporated in the proposed regulation changes that would permit acceptance of education in another country that is "equivalent" to high school graduation.

All proposed changes to the actual language of the regulations and procedures (i.e., both substantive changes and less substantive language/format changes) are provided in Attachment A to the full agenda report, along with a Statement of Reasons explaining the rationale for each change.

If the Commission concurs, and subject to the results of the public hearing, the appropriate action would be a MOTION by the Commission to amend Commission Regulations 1001, 1002, and 1007(a) and Commission Procedures C-1 and C-2 as described in the full agenda report, with an effective date of April 1, 1997, contingent upon approval by the Office of Administrative Law.

STANDARDS AND COMPETENCY

D. Appeal of the Peace Officer Feasibility Study for the Los Angeles Public Library, Security Services Division, and Recommendation to Submit the Report to the Los Angeles Public Library and to the Legislature

Penal Code Sections 13540-42 require persons interested in being designated as peace officers to seek a feasibility study from the Commission. Such studies are conducted pursuant to a contract for recovery of costs. Such a study concerning the Los Angeles Public Library Security Services Division was completed and submitted to the Commission November 7, 1996.

After reviewing the work of the non-peace officer security officers of the Security Services Division, POST staff concluded: 1) the security officers satisfactorily perform the duties and responsibilities specified for the position; and 2) full peace officer powers and authority are not required to perform security officer responsibilities.

Accordingly, staff recommended the security officer positions at LAPL not be designated as peace officers. The study did not include any alternative recommendations for the LAPL security officer positions.

On November 8, 1996, Los Angeles Public Library Business Manager Kris Morita, pursuant to Commission Procedure 1019(g), requested an appeal of the recommendation of the study. The Library now seeks limited peace officer authority for the security officers.

Based upon additional analysis described in the enclosed report, staff recommends the appeal be resolved by adding to the feasibility study report the recommendation that "the City of Los Angeles seek legislation to include the Library security officer positions in P.C. Section 830.11." P.C. 830.11 provides limited powers for designated individuals who are not peace officers.

If the Commission concurs, the appropriate action would be a MOTION to add the recommendation for P.C. 830.11 inclusion and to submit the completed feasibility study and appeal recommendation to the Los Angeles City Public Library and the Legislature.

E. Request for Public Hearing to Consider Proposed Changes to POST Public Safety Dispatcher Certificate Program

The certificate program for public safety dispatchers was established in Commission Regulation 1018(f) in 1990. Per Commission Procedure F-5-3, dispatchers employed by agencies in the POST dispatcher program prior to the effective date of the certificate program may qualify for the certificate by passing the POST Public Safety Dispatcher Training Equivalence Examination in lieu of completing the Public Safety Dispatchers' Basic Course.

The certificate program is voluntary and dispatchers employed by agencies in the POST dispatcher program are not obligated to obtain the certificate as a condition of continued employment.

Since the 1990 inception date of the certificate program, over 2,000 dispatchers have taken the POST equivalency exam for purposes of qualifying for the certificate. In recent years, as the influx of eligible agencies into the dispatcher program has slowed, so to has use of the exam. During the past 12 months, only 51 dispatchers have taken the exam.

The exam is used solely for the purpose of determining eligibility for the dispatcher certificate, and needs major revision due to recent substantive changes in the Public Safety Dispatchers' Basic Course. The estimated cost to develop a new exam is \$30,000.

Due to the diminishing need for the test, and the substantial costs to develop a new exam, it is recommended that the Commission adopt proposed changes to Commission Procedures F-5 which would have the effect of eliminating the testing option as a means for dispatchers employed prior to 1990 to obtain the dispatcher certificate. It is further recommended that the proposed changes go into effect January 1, 1998, thereby permitting those who are eligible a period of one more year to take the test.

The proposed changes to Commission Procedure F-5 are shown in underline-strikeout format in the attachment to the full agenda report.

If the Commission concurs, the appropriate action would be a MOTION to schedule a public hearing in conjunction with the April 24, 1997 Commission meeting to receive comment on the proposed changes to Commission Procedure F-5.

F. Report and Recommendation to Adopt Changes to Regular Basic Course Training Specifications Using the Notice of Proposed Action Process

As part of an ongoing review of Regular Basic Course content, POST staff and curriculum consultants (academy instructors and other subject matter experts) thoroughly review learning domain content to determine if revisions are necessary. This process occurs in regularly scheduled workshops during which curriculum and supporting material for specific domains are updated to reflect emerging training needs, compliance with legislatively mandated subject matter, changes in the law, or to improve student learning and evaluation.

Proposed changes to the training specifications for Learning Domains #21 Patrol Techniques, #22 Vehicle Pullovers, #23 Crimes in Progress, #26 Unusual Occurrences, #27 Missing Persons and #41 Hazardous materials are as follows:

o Learning Domain #21 (Patrol Techniques)

The proposed modifications will require the student to understand the responsibility of law enforcement to protect public safety and the use of patrol strategies to accomplish this goal. It is recommended that an exercise test that requires the student to make a simulated crime broadcast be deleted and replaced with a learning activity. This skill is more appropriately tested in other related patrol scenario tests. Enhancements are proposed to an existing scenario test that requires the student to use a patrol vehicle to safely approach pedestrian suspect(s).

It is also proposed that the learning activity currently required be expanded and enhanced to provide more detail and specificity to the training requirement.

o Learning Domain #22 (Vehicle Pullovers)

It is proposed that an exercise test that requires the student to conduct a vehicle search be deleted. The mechanics of vehicle searches varies from incident to incident and there are countless methods to conduct these searches making a test difficult to justify. The subject matter remains as required instruction. It is recommended that the exercise test that requires the student to determine the acceptability of identification be merged into the vehicle pullover scenario test and be deleted as a stand-alone testing requirement. It is further proposed that the scenario test that requires the student to make a simulated traffic enforcement stop during daylight hours be deleted. The skills, techniques and knowledge needed to handle a daylight stop are tested in the nighttime pullover which adds the variables of darkness and the use of artificial light. It is recommended that the existing scenario test that requires the student to make a simulated nighttime traffic enforcement vehicle pullover during the hours of darkness and high-risk vehicle pullover be expanded and enhanced by requiring the performance of specific actions.

o Learning Domain #23 (Crimes in Progress)

The proposed modifications provide more explicit instructional goals which requires the student to master techniques related to handling crimes in progress. It is recommended that the existing scenario tests that require the student to demonstrate the skills necessary to effectively respond and investigate a prowler incident, burglary or robbery-in-progress be expanded and enhanced by requiring the student to perform specific actions. Because the components of a building search are proposed as additions to the burglary-in-progress test it is recommended that the scenario test that requires the student to conduct a building and area search for suspects be deleted.

Enhancements are proposed for the ambush scenario test. If the proposed modifications are approved to the in-progress incidents, the exercise test that requires the student to function as a contact officer and cover officer becomes redundant and are recommended for deletion. Enhancements are proposed to the existing learning activities that would require instruction in specific incidents that would reinforce the student's understanding of law enforcement response to a variety of high-risk situations.

o Learning Domain #26 (Unusual Occurrences)

Additional detail is proposed as a modification to an existing learning activity that would require the student to discuss how the first officer on the scene of a disaster should respond to minimize injuries, loss of life, and property damage.

o Learning Domain #27 (Missing Persons)

The proposed modifications continue the trend of providing more explicit instructional goals to more clearly support the design of the instructor unit guides. Other modifications propose new goals including ensuring that the student attains an understanding of the severity of the missing person problem in California; an understanding of missing person definitions and related Penal Code statutes; an awareness of the four broad categories of missing person cases; an understanding of the duty to accept any report of a missing person; an understanding of the elements of an effective preliminary investigation and other components of a missing persons investigation. Existing topics have been reorganized and expanded to ensure clarity.

o Learning Domain #41 (Hazardous Materials)

The proposed modifications provide clarity to existing instructional goals. Modifications are proposed to an existing learning activity to ensure that the student participates in an activity designed to reinforce an understanding of first responder actions at the scene of a hazardous materials incident. Modifications are proposed to a second existing learning activity that ensures that the student understands the indicators for determining the hazard potential of the suspected material.

If the Commission concurs, the appropriate action would be a MOTION to approve, subject to the results of the Notice of Proposed Regulatory Action process, the changes as set forth in the report. If approved, changes would go into effect April 1, 1997, subject to approval of the Office of Administrative Law.

G. Report and Recommendation to Adopt Changes for Module D Training Specifications Using the Notice of Proposed Action Process

Penal Code 832.6 requires POST to develop a supplemental course to enable reserve officers to satisfy requirements of the Regular Basic Course without unnecessary redundancy of previously completed Level I and Level II reserve training. Pursuant to this mandate, the Commission approved *Training Specifications for the Reserve Training Module D* on July 21, 1995. These Module D specifications were designed to include all Regular Basic Course specifications excluding those specifications that are instructed in Reserve Modules A, B, and C courses. Since the initial Module D specification document was adopted through the administrative law process, ongoing updates to the

Regular Basic Course training specifications have been made and approved by the Commission.

As the Regular Basic Course training specifications are updated, the reserve Module D training specifications must be updated. The intent of this report is to make amendments to the document *Training Specifications for the Module D* to incorporate recent changes made in the Regular Basic Course specifications and to correlate instructional goals between the two documents. These amendments are proposed for consistency in delivery of the Course.

If the Commission concurs, the appropriate action would be a MOTION to approve, subject to the results of the Notice of Proposed Regulatory Action process, the changes as set forth in the report. If approved, changes would go into effect April 1, 1997, subject to approval of the Office of Administrative Law.

H. Report and Recommendation to Adopt Proposed Changes to the Regular Basic Course Performance Objectives

The report under this tab describes proposed changes to the performance objectives in Learning Domains #21, #22, #23, #27, and #41. All proposed changes correspond to changes in the *Training Specifications* for the Regular Basic Course as described in agenda item "F."

o Learning Domain #21 (Patrol Techniques)

The proposed changes in this domain would delete an exercise objective, modify a scenario objective, add a learning activity and modify a learning activity. The deleted objective, which requires the student to initiate a radio broadcast, will be replaced by the new learning activity. The ability to initiate a radio broadcast will be assessed in the modified scenario objective.

o Learning Domains #22 (Vehicle Pullovers)

The proposed changes to this domain would delete two exercise objectives, delete one scenario objective, and modify two scenario objectives. The deleted scenario objective, which requires the student to make a daylight traffic stop, taps the same basic skills as a more difficult exercise objective which requires the student to make a nighttime traffic stop. One of the deleted exercise objectives requires the student to conduct a vehicle search. The legal aspects of a vehicle search are addressed in Domain #16 (Search and Seizure), and the mechanics of conducting a vehicle search vary from incident to incident and thus are best addressed in field training. The skills required by the other deleted exercise objective, which requires students to determine the acceptability of

different forms of identification, will be assessed in one of the modified scenario objectives.

- o Learning Domain #23 (Crimes in Progress)

The proposed changes to this domain would delete two exercise objectives, delete one scenario objective and modify four scenario objectives. The two deleted exercise objectives, which require the student to perform the duties of a contact and cover officer, will be replaced by the four modified scenario objectives, which will provide for a comprehensive assessment of the ability to respond to crimes-in-progress calls. The skills assessed by the deleted exercise objective, which requires the student conduct a building search, will be assessed by including a building search in one of the modified scenario objectives.

- o Learning Domain #27 (Missing Persons)

The proposed changes in this domain would delete four knowledge objectives, thereby eliminating the knowledge test for this domain. Two of the deleted objectives call for knowledge of previously mandatory investigative procedures for handling missing persons reports that are no longer operative unless formally adopted by the governing body of the local law enforcement agency. Some agencies have elected not to adopt these procedures or to adopt different procedures, thereby removing the possibility of writing test items for objectives that have statewide applicability. A third deleted objective calls for memorization of material that need not be memorized as it is printed on the Department of Justice form that officers must complete on all missing persons. The fourth deleted objective calls for knowledge of procedures that should be followed in searching for a missing child. The subject matter represented by this remaining objective does not constitute a reasonable basis for constructing an entire paper-and-pencil test. In concurring with the proposed changes, many academy directors have indicated they intend to develop their own test based on locally-adopted procedures for handling missing persons. Furthermore, as described in agenda item "F," there will continue to be a minimum of four hours of instruction devoted to this domain.

- o Learning Domain #41 (Hazardous Materials Awareness)

The proposed changes in this domain would add one knowledge objective, and modify four knowledge objectives and two learning activities. The new objective requires students to recognize and interpret National Fire Protection Association (NFPA) hazardous materials labels for materials at fixed site manufacturing and storage facilities.

The details of all proposed changes to the performance objectives are described in the full agenda report, and have been approved by the Consortium of Academy Directors.

If the Commission concurs, the appropriate action would be a MOTION to adopt the recommended changes to the Regular Basic Course performance objectives effective for academy classes that begin on or after April 1, 1997.

I. Report and Recommendation to Set a Public Hearing for April 24, 1997 to Receive Testimony on Proposal for Evaluation of Prior Reserve Officer Training

The Irvine Police Department hired a reserve officer in 1990, and based upon an evaluation of his prior training by the department, he was appointed as a Designated Level I reserve officer. The officer had completed a 200-hour non-POST certified academy and a 40-hour P.C. 832 course in 1975 and had also completed a 440-hour basic course for peace officers in Arizona in 1980. A recent request for a reserve certificate lead to the discovery that the reserve had never completed the Module B and C training requirements prior to his appointment.

The attachments under this tab outline the problem and POST responses to date. Chief Charles Brobeck has suggested that the Commission consider enacting new regulations that would allow for a process to evaluate prior reserve officer training to satisfy the training requirements contained in Modules B and C.

The circumstances involved in this case suggests the Commission give consideration to regulations enabling the satisfaction of the reserve Modules B and C training requirement through an evaluation of prior training. Especially compelling in this case is the officer's prior completion of the basic course required for regular full-time officers in Arizona. If an evaluation provision were established, it is unknown whether other individuals might be affected.

Such an evaluation provision could entail a process relying solely on comparative training or could also include both a written and skills testing requirement. If the Commission concurs and decides to adopt an evaluation process for Modules B and C, the appropriate proposed regulations could be drafted and scheduled for a public hearing at the April 1997 Commission meeting.

If the Commission concurs, the appropriate action would be a MOTION to approve the drafting of proposed regulations to evaluate prior training to satisfy the requirements of Modules B and C and to schedule a public hearing for the April 1997 Commission meeting.

J. Proposed Baton/Club Training for Sheriff Security Officers Implementing Amended P.C. Section 12002

Recent enactment of P. C. Section 831.4 has given sheriffs' departments the authority to employ non-peace officer personnel as public officers in the capacity of a sheriff security officer for the purpose of providing security for specified facilities and activities. Of importance to POST was the related amendment of P.C. 12002. Sub-section (f), was added and requires the Commission to identify a course of instruction for these persons in the carrying and use of an impact weapon. Presently, only the Los Angeles, Sacramento, and Orange County Sheriff's Departments are known to employ personnel in this classification.

After a review of the impact weapon training needs of sheriff security officers, a review of existing POST certified curriculum, and consultation with subject matter experts - including trainers from the Los Angeles, Sacramento, and Orange County Sheriffs' Departments, an eight-hour minimum training curriculum was developed.

Adoption of this course requirement for a public officer serving in the capacity of a sheriff security officer must be enacted pursuant to the Administrative Procedures Act.

If the Commission concurs, the appropriate action is a MOTION to approve, subject to the results of a Notice of Regulatory Action, the proposed baton/club training for sheriff security officers and add Regulation 1081(a)(24), to show the addition of this new legislatively mandated course. The changes would go into effect April 1, 1997, subject to approval of the Office of Administrative Law.

MAXIMIZING TRAINING DELIVERY

K. Report on the Results of an RFP to Develop Student Workbooks for 35 Basic Course Learning Domains and Recommendation to Authorize the Executive Director to Execute a Contract with the Successful Bidder

At its November meeting, based upon the results of the Student Workbook Pilot Project, the Commission authorized the release of a Request for Proposal (RFP) to solicit bids for development of student workbooks for the remaining 35 Basic Course learning domains. The process of vendor selection was initiated by mailing the RFP to 19 firms and individuals on November 12, 1996. Staff is currently finalizing review and ratings of proposals received from vendors. The Commission will receive a supplemental report at its January 23, 1997 meeting which identifies the successful vendor and recommends award of the development contract.

PARTNERSHIPS

L. Advisory Committee

Norman Cleaver, Chairman of the POST Advisory Committee, will report on the Committee meeting held January 22, 1996 in Seaside.

1. Governor's Awards for Excellence in Peace Officer Training

The POST Advisory Committee, serving as a screening committee, will make recommendations for award recipients in three categories: Individual Achievement, Lifetime Achievement, and Organizational Achievement.

RESOURCES

M. Report and Recommendation to Approve an Interagency Agreement With the Department of Water Resources for Microfilming Services

For many years, POST has entered into an annual interagency agreement with the Department of Water Resources for microfilming services. Microfilming of various documents is necessary to conserve floor space and comply with the Department of General Services' requirements. For the past two years, microfilming volume and costs have been relatively low. The current year expenditure to date and projections for the balance of the fiscal year show a substantial increased volume. As described in the report under this tab, it is estimated that costs under our agreement with the Department of Water Resources could reach \$19,998. As Commissioners are aware, contracts over the amount of \$10,000, require Commission review and consideration.

If the Commission concurs, the appropriate action would be a MOTION to authorize the Executive Director to sign an interagency agreement with the Department of Water Resources, in an amount not to exceed \$19,998, for microfilming services for FY 96/97. (ROLL CALL VOTE)

N. Request for Contract Services to Write Feasibility Study Report (FSR) and Request for Proposal (RFP) for New POSTRAC System

POSTRAC is a computer-based system that permits basic academies to download, print and machine score POST-developed (and mandated) multiple-choice tests; keep records of student performance; and produce a variety of reports that serve both instructional and administrative purposes. While the system has worked very well, it was developed 10 years ago and is technologically antiquated.

In recognition of the need to update and expand the system, the Commission approved issuance of a Request for Proposal (RFP) for this purpose in 1993 at a cost not to exceed \$230,000. Due to the scope of the project, staff conducted a Feasibility Study Report (FSR) that had to be approved by the Department of Finance prior to the issuance of the RFP. The FSR was completed and approved and work was begun on the RFP when the Commission acted in July 1994 to delay the project for a period of one year as a means of reducing expenditures during fiscal year 94/95. The Commission has subsequently renewed authority for the new system up through the current fiscal year.

The need to replace the current POSTRAC system remains and with the technological advances since 1993 the total expenditures to develop the new system are likely to be less than the originally estimated \$230,000. Important features proposed for the new system include use of graphics-based test items, automated scoring of exercise and scenario tests, automated retrieval and storage of training management materials (training specifications, performance objectives, scenario tests, student workbooks, etc.), electronic scheduling and record keeping (classes, instructors, attendance, etc.), academy development of customized tests, a graphics-based operating system (e.g., Windows), and expansion of the system for use in other POST-certified courses.

The FSR has become outdated and due to other commitments POST computer staff will not be available to revise the FSR and develop the RFP in the foreseeable future. The necessary resources to accomplish this work can be procured from contractors approved under the state's Master Services Agreement (MSA). Several computer systems analysts who are employed by MSA providers have been interviewed by POST staff to assess their capabilities to perform this work. Based on these interviews and subsequent reference checks, several qualified systems analysts were identified and it is recommended that POST contract for the services of one of the MSA providers. It is estimated that a maximum of 600 contract hours will be needed to complete the work. At an hourly billing rate of \$58, the total amount of the contract will not exceed \$34,800.

If the Commission concurs, the appropriate action would be a MOTION to approve a contract with a Master Services Agreement provider for an amount not to exceed \$34,800 to revise the Feasibility Study Report and write the Request for Proposal for the new POSTRAC system. (ROLL CALL VOTE)

O. Report of the Finance Committee

Commissioner TerBorch, Chairman of the Finance Committee, will report on the Committee meeting held on January 22, 1997 in Los Angeles.

LEGISLATION

P. Report of the Legislative Review Committee

Commissioner Block, Chairman of the Commission's Legislative Review Committee, will report on the Committee meeting held January 23, 1997 in Los Angeles.

Q. CORRESPONDENCE

1. Letter from Peter C. Sarna, Chairman, Contra Costa County Police Chiefs' Association, requesting a partnership in initiating a project to design and develop a regional driver training facility and program in Contra Costa County.
2. Letter from Assistant Chief Wayne Harp, San Bernardino Police Department, describing creation of a part-time call taker position and requesting exemption from the 120-hour Public Safety Dispatcher training.

OLD/NEW BUSINESS

R. Appointment of Advisory Committee Member

The California Community Colleges has submitted the name of Dr. Leo Ruelas to fill the unexpired term of Dr. Ernest Leach, who has resigned to accept a position with the League for Innovation in the Community College. The appointment will expire in September 1999.

S. Report of Executive Search Committee

Commissioner Hunt, Chairman of the Executive Search Committee, will report on actions taken by the Committee.

DATES AND LOCATIONS OF FUTURE COMMISSION MEETINGS

April 24, 1997 - Holiday Inn Capitol Plaza - Sacramento
July 17, 1997 - Hyatt Regency - Irvine
November 6, 1997 - Mission Inn - Riverside
January 22, 1998 - To Be Determined

TOUR OF MUSEUM OF TOLERANCE

Upon adjournment, Commissioners and Advisory Committee members will tour the Museum of Tolerance in Los Angeles. It is anticipated the tour will begin at 2:00 p.m. and be completed at 5:00 p.m.

**COMMISSION ON PEACE OFFICER STANDARDS AND TRAINING**

1601 ALHAMBRA BOULEVARD
SACRAMENTO, CALIFORNIA 95816-7083

COMMISSION MEETING MINUTES

November 7, 1996

Embassy Suites at Monterey Bay
Seaside, CA

The meeting was called to order at 10:10 a.m. by Chairman Ortega.

Commissioner Carre led the flag salute.

MOMENT OF SILENCE

The Commission held a moment of silence in honor of the following officers who have lost their lives while serving the public:

- o Deputy Anthony Olson, Monterey County Sheriff's Department
- o Officer Karl D. Simons, Long Beach Police Department
- o Ineasie Maxie Baker, California Youth Authority
- o Reuben Rios, California Highway Patrol
- o Officer Joey Little, Placentia Police Department

ROLL CALL OF COMMISSION MEMBERS

A calling of the roll indicated a quorum was present.

Commissioners Present:

David C. Anderson
Collene Campbell
Michael T. Carre
Jody Hall-Esser
Bud Hawkins, Attorney General Representative
Ted Hunt
William B. Kolender
Ronald E. Lowenberg
Manue E. Ortega
Rick TerBorch

Commissioners Absent:

Sherman Block
Devallis Rutledge

POST Advisory Committee Members Present:

Jay Clark, Chairman
Alan Barcelona
Charles Brobeck
Norman Cleaver
Joe Flannagan
Derald D. Hunt
Alexia Vital-Moore
Woody Williams

Staff Present:

Norman C. Boehm, Executive Director
Glen Fine, Deputy Executive Director
Hal Snow, Assistant Executive Director
Dennis Aronson, Senior Instructional Designer, Learning Technology Resource Center
John Berner, Bureau Chief, Standards and Evaluation
Jody Buna, Senior Law Enforcement Consultant, Basic Training Bureau
Michael DiMiceli, Bureau Chief, Management Counseling
Everitt Johnson, Bureau Chief, Basic Training
Jan Myyra, Instructional Designer, Learning Technology Resource Center
Tom Liddicoat, Budget Officer, Administrative Services
Frederick Williams, Bureau Chief, Administrative Services
Vera Roff, Administrative Assistant

Visitors' Roster

Ed Bonner, Sheriff, Placer County Sheriff's Department
Pete Brodie, ALADS
Michael Brown, Sergeant, Los Angeles Police Department
Paul Brown, Sacramento Police Department/CCLEA
Steve Craig, President, PORAC
Steve D'Arcy, Undersheriff, Placer County Sheriff's Department
Gretchen Fretter, CADA, Contra Costa Criminal Justice Training Center
Mrs. Bud Hawkins
Ed Hendry, Orange County Sheriff's Department
Monty Hight, Northern Division, California Highway Patrol
Mike Jimenez, CCPOA
Ernest Love, City of Los Angeles Library Department
Frank Martinez, City of Los Angeles Library Department
Doug McClellan, ALADS
Mike Minton, Long Beach POA

Mick Nadeau, Association of Special Agents, DOJ
Bob Norman, Chief, Foster City Police Department
Sue Oliviera, CADA/South Bay Regional Center
Willie Pannell, Commander, Los Angeles Police Department
Doug Peterson, CCPOA/CPOST
Steve Salander, Sacramento Police Department/CCLEA
Paul Wheeler, AMVIC/CCLEA

COMMISSIONER REAPPOINTMENTS

Chairman Ortega congratulated the following Commissioners on their reappointment to the Commission:

- o Sherman Block
- o William B. Kolender

HONORING FORMER COMMISSIONER

Chairman Ortega displayed a plaque which had been prepared for George Kennedy commemorating his service as a Commissioner from October 1993 to September 1996. Since Mr. Kennedy was unable to attend, the plaque will be presented at a later time.

APPROVAL OF MINUTES

- A. MOTION - TerBorch, second - Kolender, carried unanimously to approve the minutes of the July 18, 1996 regular Commission meeting at the Hyatt Regency Hotel in Irvine.

CONSENT CALENDAR

- B. MOTION - Lowenberg, second - TerBorch, carried unanimously to approve the following Consent Calendar:
- B.1 Receiving Course Certification Report
 - B.2 Receiving Financial Report - First Quarter FY 1996/97
 - B.3 Receiving Information on New Entries Into the POST Regular (Reimbursable) Program
 - B.4 Receiving Information on Withdrawal from POST Regular (Reimbursable) Program
 - B.5 Receiving Information on New Entry Into the Public Safety Dispatcher Program

STANDARDS AND COMPETENCY

C. Approval to Adopt Changes to Regular Basic Course Training Specifications Using the Notice of Proposed Action Process

As part of an ongoing review of Regular Basic Course content, POST staff and curriculum consultants (academy instructors and other subject matter experts) thoroughly review learning domain content to determine if revisions are necessary. This process occurs in regularly scheduled workshops during which curriculum and supporting material for specific domains are updated to reflect emerging training needs, compliance with legislatively mandated subject matter, changes in the law, or to improve student testing and evaluation. Recommendations for changes in the following learning domains are:

- o **Learning Domain #38 (Gang Awareness)** - The proposed modification provides a more explicit instructional goal that requires the student to master techniques related to officer safety when dealing with gang related contacts, detentions and arrests. Ten indicators of gang related criminal activity are proposed as new topics. Additional modifications would require students to receive instruction in specific methods designed to neutralize the impact of gangs.

It was further proposed that an existing exercise test be deleted based on the difficulty presenters have experienced in their efforts to develop a valid testing instrument. It is also proposed that the two existing learning activities be consolidated into one expanded and enhanced activity to provide more detail and specificity to support the required instruction in the domain.

- o **Learning Domain #36 (Information Systems)** - The proposed modifications continue the trend of providing more explicit instructional goals. Minor changes are proposed to the required topics and additional detail is recommended to enhance an existing learning activity.

MOTION - Lowenberg, second - Campbell, carried unanimously to approve the curriculum changes as described in the staff report. If no one requests a public hearing, the changes would go into effect January 1, 1997, subject to approval of the Office of Administrative Law.

D. Approval to Adopt Proposed Changes to the Regular Basic Course Performance Objectives

Ongoing review of the Regular Basic Course performance objectives identified a number of changes that would improve the quality of the domain tests. The proposed changes include:

- o **Learning Domain #19 (Vehicle Operations)** - Delete one performance objective which requires the student to perform a pre-shift vehicle inspection.
- o **Learning Domain #34 (First Aid)** - Delete one objective which, due to an oversight, was not deleted at the time the Commission approved the deletion of the corresponding exercise test from the *Training Specifications for the Regular Basic Course - 1995*.
- o **Learning Domain #36 (Information Systems)** - Add two objectives: one requires the student to identify the particular types of information contained in different law enforcement information systems, the other requires the student to identify under what circumstances an officer is authorized to use DOJ and DMV information systems. A third objective would be deleted and incorporated into another existing objective, and a learning activity would be modified to mirror a revision to the *Training Specifications for the Regular Basic Course - 1995*.
- o **Learning Domain #38 (Gang Awareness)** - Delete one objective, delete one learning activity and modify another learning activity. These changes mirror revisions to the *Training Specifications for the Regular Basic Course - 1995* that are explained in a previous agenda item.

MOTION - TerBorch, second - Kolender, carried unanimously to adopt the recommended changes to the Regular Basic Course performance objectives effective for all academy classes that begin on or after January 1, 1997.

E. **Scheduling a Public Hearing on January 23, 1997 on the Proposal to Approve Modifications to Commission Regulations and Procedures Pertaining to Minimum Selection Standards**

A series of changes are recommended to Commission Regulations 1001, 1002 and 1007(a), and Commission Procedures C-1 and C-2 regarding minimum selection standards for regular and reserve officers. Many of the changes are designed to clarify the intent and nature of the Commission's requirements, and are largely editorial in nature. The following more substantive changes are also proposed:

1. Language would be added to the regulations pertaining to minimum education requirements for regular and reserve officers which specifies that high school graduation must be from a U.S. high school. Since 1989, the Commission has interpreted its own regulations, and the underlying provisions of Government Code Section 1031(e), to require graduation from a U.S. high school. A recent review by POST legal counsel confirms that this interpretation is reasonable. The suggested language changes would make the requirement explicit.

2. Language would be added to the same regulations which specifies that the high school graduation requirement may be satisfied by achieving a passing score on the California High School Proficiency Examination (CHSPE). Per Education Code Section 48412, passing the test is the legal equivalent of attaining a high school diploma.
3. Current language in the regulations for regular officers, which specifies the minimum scores that must be achieved on General Education Development Test (GED) in order to satisfy the minimum education requirement, would be added to the regulations for reserve officers.
4. Commission Procedure C-1, subparagraph 1-5(l), which requires the background investigator to collect medical information, would be deleted. This change is necessary to comply with the provisions of the Americans with Disabilities Act of 1991 (ADA), which prohibit the collection of medical information prior to a conditional job offer.
5. Commission Procedure C-1, subparagraph 1-5(g) would be changed to require that the background investigator contact all previous employers of the candidate during the last ten years. Currently there is no time limit and all previous employers must be contacted. The proposed change is consistent with what is recommended in the *POST Peace Officer Background Investigation Manual* and what the candidate is required to document in the *POST Personal History Statement*.
6. A provision would be added to Commission Procedure C-2 to require that the results of the psychological examination be reported in writing to the hiring authority.
7. Another provision would be added that requires the hiring authority to retain written verification that employed persons have been examined and found to be medically and psychologically suitable in accordance with the Commission's requirements. This requirement is necessary to verify compliance, as POST personnel are prohibited from accessing the actual medical records of such individuals per the ADA.
8. The current hearing and vision standards, as stated in Commission Procedure C-2, would be expanded to require that candidates also be screened for near and far visual acuity (corrected and uncorrected), and visual field. Recommended evaluation criteria for these factors are included in existing POST guidelines.
9. The current psychological screening requirements, as stated in Commission Procedure C-2, would be expanded to require a clinical interview for all candidates. At present only candidates for whom the psychological test results are inconclusive or suggest disqualification must be interviewed. In 1985, when the current requirements were enacted, the Commission opted not to require that all candidates be interviewed due to concerns that such an action would place an undue burden on some agencies - both

from the standpoint of cost and the limited availability of psychologists in certain remote areas of the state. The Commission has always recommended that a clinical interview be conducted for all candidates, and the concerns that existed in 1985 have largely dissipated, as evidenced by the fact that it is now common practice for agencies in the POST program to require a clinical interview for all candidates. Expansion of the requirement is also consistent with the recommendations of both the International Associations of Chiefs of Police and the Division 18 of the American Psychological Association (Psychologists in Police Service).

There was concern expressed regarding the high school graduation requirement. Staff was asked to research the feasibility of accepting graduation from schools located outside the United States if those schools are recognized by California colleges and universities.

MOTION - Kolender, second - Anderson, carried unanimously to schedule a public hearing for the January 23, 1997 meeting to consider the changes to Commission regulations and procedures as proposed.

F. Approval of Report of Peace Officer Feasibility Study for the Los Angeles Public Library, Security Division, and Recommendation to Submit the Report to the Los Angeles Public Library and to the Legislature

Penal Code Sections 13540-42 require persons interested in being designated as peace officers to seek a feasibility study from the Commission. Such studies are conducted pursuant to a contract for the recovery of costs.

Kristina Morita, Assistant Business Manager, City of Los Angeles Public Library, requested a study concerning the designation of 39 Library security officer positions in the Security Division as peace officers.

The staff report concludes that the work of the non-peace officer Library security officers does not regularly nor frequently require peace officer authority and powers. The report recommends those positions not be designated as peace officers.

Chief Ernest Love, City of Los Angeles Library Department, requested that the Commission reconsider the recommendation due to concerns for safety of officers involved. He indicated that there is a wide use of drug use in areas surrounding public libraries and violent crimes have risen dramatically. He requested that consideration be given to recommending library officers be given limited authority under P.C. 830.7 or 830.11.

Sergeant Frank Martinez, City of Los Angeles Library Department, provided the Commissioners with statistics regarding the types of crimes the department has had within the past year, and also asked the Commission to reconsider the recommendation.

Commander Willie Pannell, Los Angeles Police Department, spoke in favor of the staff recommendation and stated that sufficient back-up is provided by LAPD.

After discussion, the following action was taken:

MOTION - Lowenberg, second - Kolender, carried unanimously to submit the completed feasibility study report, including the recommendation, to the Los Angeles Public Library and the Legislature.

G. Report on Policies for Limited Level I Reserve Officers

Staff reported that in 1995, Senate Bill 1874 became law (P.C. Section 832.6 (a)(1)(A) and requires Level I reserve officers, appointed after January 1, 1997, to complete the Regular Basic Course. The law change also authorized law enforcement agencies to request an exemption from the Regular Basic Course if the agency has policies approved by the Commission limiting duties of Level I reserve officers and these reserve officers satisfy other training requirements established by POST. Two law enforcement agencies have requested approval of the Commission for their limited duty policies.

At its November 6, 1997 meeting, the Advisory Committee discussed this issue and recommended that the Commission postpone action until (1) POST brings together a group of law enforcement representatives to determine the impact of this law, and (2) to seek legislation which would address the concerns resulting from SB 1874.

The Legislative Review Committee met earlier in the day and supports the recommendations of the Advisory Committee.

MOTION - Anderson, second - Hunt, carried unanimously to postpone further action until a study has been conducted.

MAXIMIZING TRAINING DELIVERY

H. Demonstration of P.C. 832: Arrest and Firearms IVD Course

A brief demonstration of the courseware was provided by staff from the Learning Technology Resource Center. The courseware is scheduled to be released to certified P.C. 832 presenters at the end of November.

I. Report on Student Workbook Pilot Project

Staff reported that the student workbooks have created a new method to design and support basic training, and creates new opportunities to meet the basic training demands of a variety of programs. The student workbooks and accompanying instructor guides

form a more effective instructional system and have received wide acclaim from users.

MOTION - Hall-Esser, second - Hunt, carried unanimously to approve the results of the student workbook pilot project and authorize final payment to vendor pending staff's satisfactory approval of all workbook deliverables.

J. Approval to Release Request for Proposal (RFP) to Solicit Bids to Develop Student Workbooks

Staff recommended the Commission authorize the expenditure of \$200,000 per year for the next three years to develop student workbooks for the remaining 35 Regular Basic Course learning domains.

It is anticipated that it will cost approximately \$600,000 to convert the remaining basic course learning domains to student workbooks. The development and validation of the workbooks over the three-year period will allow the costs to be amortized in \$200,000 increments.

The Long Range Planning Committee reviewed this request at its September 17, 1996 meeting and recommended approval.

MOTION - Hunt, second - Lowenberg, carried unanimously to authorize the release of the Request for Proposal for development of the 35 workbooks. If a successful bidder is identified, a proposal for a contract would be submitted at the January Commission meeting.

PARTNERSHIPS

K. Advisory Committee

Jay Clark, Chairman of the POST Advisory Committee, reported that the Committee met on November 6, 1996 in Seaside.

In addition to items addressed earlier on the agenda, the following items were addressed:

1. Progress Report on Subcommittee for *Enhancement of the Image of Law Enforcement*

The Committee received a status report on the two meetings convened by the sub-committee Chairman Joe Flannagan. This sub-committee is a collaborative effort of various organizations and will provide an update in January.

2. Certificate Requirement for Chiefs From Out-of-State

At directed by the Commission, the Advisory Committee discussed this matter at length at its November 6, 1996 meeting. It also reviewed the response from legal

counsel which indicated that the Commission does not have the legal authority to waive the proficiency testing requirement. It was the unanimous recommendation of the Advisory Committee that no further action be taken on this matter.

Chairman Clark reported that Advisory Committee elections were held on November 6, 1996. He announced that Norman Cleaver was elected as Chairman, and Woody Williams was elected as Vice-Chairman for the coming year.

MOTION - Hall-Esser, second - Campbell, carried unanimously, to accept the recommendations of the Advisory Committee.

TRANSITION

L. Report of the Committee on Strategic Plan Implementation (CSPI)

Commissioner TerBorch, who serves as Chairman of the Committee on Strategic Plan Implementation, reported the Committee met on August 28, 1996 at POST Headquarters in Sacramento, on September 18, 1996 in Newport Beach, and October 22, 1996 in Irvine.

At its August 28, 1996 meeting in Sacramento, the Committee reviewed progress being made on transition planning and work began on prioritizing strategies, outcomes, etc. as set forth in the strategic plan.

On September 18, 1996 in Irvine, the Committee devoted the entire meeting to receiving input from the field regarding the issue of professional licensing. The Committee recommended that the Commission be advised that the CSPI had addressed the issue of licensing, examined it, took input from public members, and recommended support for the current existing system with no further study of licensing to be pursued at this time.

On October 22, 1996 in Irvine, the Committee:

1. Received a report from the Executive Director and the Consultant regarding progress being made by POST on transition planning.
2. Approved a proposal for the Clearinghouse, which is one of the directions included in the strategic plan. A progress report will be brought to the April Commission meeting.
3. Supported continuation of development of regional skills centers. The Regional Centers Advisory Committee has begun to discuss alternatives and options for possible legislation for the development of regional skills centers throughout the state.

The Committee has agreed to postpone any additional meetings until after a new Executive Director is on board.

MOTION - Hunt, second - Anderson, carried unanimously, to approve the report and recommendations of the Committee on Strategic Plan Implementation.

RESOURCES

M. Report of the Finance Committee

Commissioner TerBorch, Chairman of the Finance Committee, reported the Committee met on November 6, 1996 in Seaside.

1. Staff reported that through September 30, 1996, the first quarter of this fiscal year, we received \$9,427,647 revenue. The total is \$261,648 more than originally anticipated and is \$1,659,638 (21%) more than received for the same period last year.
2. Review of 80-Hour Cap - The Committee recommended including the Institute of Criminal Investigation (ICI) core course in the 80-hour exemption.
3. Report on Driver Training Simulator Program - There are three agencies currently in the driver training simulation program and one additional authorized. The Committee recommends that those agencies be notified the driver training simulator program is under review by the Commission and that the Commission may not be in a position to continue financial support for this program indefinitely.

Both the Long Range Planning Committee and the Finance Committee recommend that staff do additional work on exploration of funding this program including risk management, joint power agreements, insurance companies, federal grants, and other possible options.

4. Report on Inability of Some IVD systems to Run Current Courseware
Approximately 25 agencies bought computers which are not capable of running the most recently develop courseware. Therefore, as a one-time measure, the Committee recommends that the Commission approve up to \$189,000 to replace 59 computers in these 25 agencies.
5. Report on COPS More Technology Working Group Meetings - The Committee noted that POST support of departments participating in the COPS More grant programs is welcomed and effective. The Committee recommends that the Commission authorize continuation of POST funds to support the workshops regionally, where possible, and explore alternatives for federal funding to offset these meeting costs.

6. Per Diem Rate - In view of projected year-end available funds, the Committee recommends the Commission approve increasing the per diem from \$102 to \$110 effective December 1, 1996.

MOTION - Hunt, second - Anderson, carried unanimously by ROLL CALL VOTE to approve the recommendations of the Finance Committee.

LEGISLATION

N. Report of the Legislative Review Committee

Chairman Ortega reported that the Legislative Review Committee met on November 7, 1996 in Seaside with Commissioners Carre, Campbell, Hunt, and Ortega in attendance.

Recommendations for 1997 proposed legislation included the following:

1. The standards setting authority for chemical agent training for private security officers be transferred from POST to the Department of Consumer Affairs.
2. Permissive authority for POST to charge for certain POST tests.
3. Support the second year funding request of the Simon Weisenthal Museum of Tolerance for its Tools for Tolerance and Cultural Awareness law enforcement training programs. The Committee also recommended that the trainees continue to be restricted to POST reimbursable students but that this issue be revisited the following year.

The Committee also supported staff's plan to bring together representatives of law enforcement to review reserve officer status and problems associated with Senate Bill 1874.

The Committee recommended that staff be directed to prepare draft legislation to mandate law enforcement agencies to provide a copy of POST's victims video to victims of violent crimes that will assist them and the criminal justice process.

The Committee acknowledged staff's intention to request a formal Attorney General's opinion on the powers, duties, and limitations of police chiefs who are not basic trained or POST certificated.

MOTION - Campbell, second - Hall-Esser, carried unanimously to approve the recommendations of the Legislative Review Committee.

LONG RANGE PLANNING

O. Report of Long Range Planning Committee

Chairman Ortega, who also serves as Chairman of the Long Range Planning Committee, reported the Committee met on September 17, 1996 in Irvine.

In addition to items earlier addressed on the agenda, the Committee discussed the following:

1. Report by Sub-Committee Regarding Carrera Consulting Group
Commissioner Lowenberg, Chairman of the Sub-Committee, reported that members reviewed the complaint received at July Commission meeting that the Carrera Consulting firm may have lost its preferential standing with the Department of General Services because of the performance evaluation provided by the POST Executive Director.

Following the review, it was concluded that:

- a. There was no evidence of any wrong doing by POST staff.
- b. Preferential standing is based on a variety of factors.
- c. A considerable number of such firms did not make the preferred list.
- d. The Carrera Consulting firm was accorded appeal rights, and their appeal was heard by a state hearing officer in accordance with Department of General Services' policy.
- e. Their appeal was denied, along with similar appeals pursued by several other consulting firms.

Given that full appeal rights were granted and already exercised, the Committee recommended that the Commission be advised that the investigation has been concluded with the finding that there was no wrong doing and recommended that no further action, such as a letter to the Department of General Services, be considered.

2. Search for New Executive Director

There was consensus that the Commission should seek to employ a consulting firm that specializes in executive searches. There was further consensus that it would be important to use care in selecting the firm and that the firm have an individual heading the search who is familiar with law enforcement.

There was also consensus that the Chairman send a letter to all law enforcement association presidents, members of the Commission's Steering Committee, and the Governor's Office seeking their input as to desirable qualifications they would like to be considered for the new job description.

4. Report by Commissioner Campbell re Progress on POST Video Training for Victims of Crimes

Commissioner Campbell reported that the video development is progressing well, being in the scripting stages. She distributed an outline on "Thoughts and Purpose" of the project. Committee members commented favorably on the project and expressed support and interest in the impact the video is expected to have.

MOTION - Lowenberg, second - TerBorch, carried unanimously approve the report of the Long Range Planning Committee.

OLD/NEW BUSINESS

P. Appointment of Advisory Committee Members

The terms of the following Advisory Committee members expired in September. Both have been recommended for reappointment by their respective constituent organization for a three-year term of office beginning in September 1996:

- o Charles Byrd, representing California State Sheriffs' Association (CSSA)
- o Dr. Ernest R. Leach, California Community Colleges

Also, the term of Judith Valles, who serves as a public member, expired in September.

MOTION - Lowenberg, second - TerBorch, carried unanimously to approve the reappointment of the Advisory Committee members.

Q. Impact of Basic Training Standards on Chief of Police Entering California from Out-of-State

This matter was addressed under Item "K."

R. Executive Director Resignation

Dr. Boehm thanked the Commission for the honor and privilege of serving as Executive Director for the past 18 years. His last effective day at POST will be January 3, 1997 after which he will run out his accrued leave credits.

Each Commissioner expressed deep appreciation to Dr. Boehm for his years of dedication to California law enforcement and for the many advancements made during that time. Under his tenure, POST has become a leader, both nationally and internationally, in setting sustainable standards, pushing the frontiers of learning and training, pioneering the use of technology in testing and training, and preparing innovative leadership development programs.

S. Report of Executive Search Committee

Chairman Ortega reported the Committee met on September 18, 1996 in Irvine and via telephone conference call on October 22, 1996 to discuss Executive Director qualifications and the process to be used for the selection procedure.

At its October 16, 1996 meeting, the Long Range Planning Committee recommended hiring a consulting firm that specializes in executive searches as it would provide a fair and comprehensive process which would increase the chances of getting most qualified person for this position.

At the October 22, 1996 meeting, the Executive Search Committee also recommended that an executive search firm be employed.

Commissioner Lowenberg spoke in favor of the recommendations of the Long Range Planning Committee and the Executive Search Committee. Due to the importance of this position, hiring an outside firm will send a message to the field that it is a fair and impartial process, and that the expenditure of funds for this purpose would be money well spent.

Chairman Ortega pointed out that the field is already aware that the Executive Director has announced his retirement and that many good, qualified people are ready to submit their applications. The announcement will be sent to the POST mailing list and resources from CPOA/CSSA/CPCA/PORAC/CCLEA will also be used. The breadth of the strength of members of the Executive Search Committee should be more than ample to undertake the task. In addition, it will save money as well as expediting the process.

The Executive Search Committee members include Commissioners Hall-Esser, Hunt, Kolender, Lowenberg, Ortega, Rutledge, and TerBorch.

After a lengthy discussion, the following actions were taken:

MOTION - Kolender, second - Hunt, carried to approve the search for an Executive Director by the Executive Search Committee.

(NO: Anderson/ Campbell/Hall-Esser/Lowenberg)

MOTION - Hall-Esser, second -Campbell, carried unanimously that before losing the invaluable resource and institutional knowledge that Dr. Boehm possesses, he be requested, and be given the liberty during the remaining time before his departure on January 3, 1997, to write a treatise of his reflections, observations, and ideas that can be used as a guide for the future. It was further proposed that the Deputy Director, Glen Fine, be appointed to handle the administrative activities through that time.

DATES AND LOCATIONS OF FUTURE COMMISSION MEETINGS

January 23, 1997 - Wyndham Hotel at Los Angeles Airport

(NOTE CHANGE OF HOTEL)


April 24, 1997 - Holiday Inn Capitol Plaza - Sacramento

July 17, 1997 - Hyatt Regency - Irvine

November 6, 1997 - Mission Inn - Riverside

COMMISSION ON PEACE OFFICER STANDARDS AND TRAINING

COMMISSION AGENDA ITEM REPORT

Agenda Item Title Course Certification/Decertification Report		Meeting Date January 23, 1997
Bureau Training Delivery & Compliance Bureau	Reviewed By Ronald T. Allen, Chief 	Researched By Rachel S. Fuentes
Executive Director Approval	Date of Approval	Date of Report December 20, 1996
Purpose <input type="checkbox"/> Decision Requested <input type="checkbox"/> Information Only <input type="checkbox"/> Status Report		Financial Impact: <input type="checkbox"/> Yes (See Analysis for details) <input type="checkbox"/> No

In the space provided below, briefly describe the ISSUE, BACKGROUND, ANALYSIS, and RECOMMENDATION. Use additional sheets if required.

The following courses have been certified or decertified since the November 7, 1996 Commission meeting:

CERTIFIED

<u>Course Title</u>	<u>Presenter</u>	<u>Course Category</u>	<u>Reimbursement Plan</u>	<u>Annual Fiscal Impact</u>
1. Ofr. Safety/Field Tactics Update	Irvine P.D.	Technical	III	\$ 10,000
2. Skills & Knowledge Modular Training	Southwestern College	Technical	N/A	-0-
3. Reserve Training Module C	Feather River Col.	Reserve Training	N/A	-0-
4. Instructor Development	Alameda Co. S.D.	Technical	IV	3,700
5. Fraud - Cellular Phone	Pacific Bell Mobile Services	Technical	IV	24,000
6. Drug Influence, 11550 H&S	Concord P.D.	Technical	IV	1,600
7. Basic Course-Extended	Riverside College	Basic Course	N/A	-0-
8. Instructor Dev.	Sacramento PSC	Technical	IV	6,400
9. Spanish for LE	Newport Beach P.D.	Technical	N/A	-0-

CERTIFIED (Continued)

	<u>Course Title</u>	<u>Presenter</u>	<u>Course Category</u>	<u>Reimbursement Plan</u>	<u>Annual Fiscal Impact</u>
10.	Firearms/Tactical Shotgun	Yuba College	Technical	IV	\$ 2,736
11.	Training Managers Upd.	Merced College	Technical	IV	6,000
12.	Background Inv.	Riverside Co. S.D.	Technical	IV	5,940
13.	Skills & Knowledge Modular Training	Los Altos P.D.	Technical	IV	2,000
14.	Child Support Inv.	CA. Dist. Attorney's Association	Technical	III	4,320
15.	Drug Trafficker Interdiction	Imperial Co. S.D.	Technical	IV	18,360
16.	Driver Training - Simulator	ABAG Plan Corp.	Technical	IV	-0-
17.	Firearms/Sub-Machine Gun	Ontario P.D.	Technical	IV	10,400
18.	Skills & Knowledge Modular Training	So. San Francisco P.D.	Technical	IV	2,000
19.	Firearms Instructor Upd.	Sonoma Co. S.D.	Technical	N/A	-0-
20.	Intro to DNA	CCI	Technical	IV	3,240
21.	Fraud - Real Estate	CA Dist. Attorney's Association	Technical	III	1,690
22.	Reserve Training Module A & B	Palomar College	Technical	N/A	-0-
23.	Career Ethics/Integrity	Riverside Co. S.D.	Technical	N/A	-0-
24.	Legal Update	U.C. Davis P.D.	Technical	IV	456

CERTIFIED (Continued)

	<u>Course Title</u>	<u>Presenter</u>	<u>Course Category</u>	<u>Reimbursement Plan</u>	<u>Annual Fiscal Impact</u>
25.	Field Training Officer Update	Inst. for Professional Advancement	Technical	III	\$ 34,560
26.	Supervisory Update	San Diego P.D.	Supv. Trng.	IV	19,950
27.	Interview & Interrogation Techniques	Interviews and Interrogation Institute	Technical	III	38,400
28.	Interview & Interrogation - Patrol	Interviews and Interrogation Institute	Technical	III	36,456
29.	Threat/Response Procedures	Napa Valley College	Supv. Trng.	N/A	-0-
30.	Rifle Marksmanship & Sniper	Golden West College	Technical	IV	10,299
31.	Court & Temporary Holding Facility	San Diego Marshal's Office	Technical	N/A	-0-
32.	D.R.E. Update	Los Angeles P.D.	Technical	IV	8,064
33.	Tactical Communication	Barstow P.D.	Technical	IV	720
34.	Cultural Diversity Training for Trainers	San Diego RTC	Technical	III	32,980
35.	Network Comm.	Fresno Co. S.D.	Technical	IV	47,500
36.	Dispatcher, Med. Emer. Public Safety	San Luis Obispo SD	Technical	IV	944
37.	Credit Card Fraud	Visa U.S.A., Inc.	Technical	N/A	-0-
38.	Canine Handler/Officer Safety	Alameda Co. S.D.	Technical	IV	4,025
39.	Skills & Knowledge Modular Training	Vacaville P.D.	Technical	IV	800
40.	Motorcycle Training	Fremont P.D.	Technical	IV	6,000
41.	Communications Training Officer	Santa Rosa TC	Technical	IV	32,000

CERTIFIED (Continued)

	<u>Course Title</u>	<u>Presenter</u>	<u>Course Category</u>	<u>Reimbursement Plan</u>	<u>Annual Fiscal Impact</u>
42.	Skills & Knowledge Modular Training	Davis P.D.	Technical	IV	\$ -0-
43.	Mgmt. Update Seminar	FBI, San Diego	Mgmt. Trng.	IV	1,200
44.	Skills & Knowledge Modular Training	Inglewood P.D.	Technical	IV	3,600
45.	Drug Abuse Recognition Intro	Roseville P.D.	Technical	IV	210
46.	Sting Operations	CSU, Long Beach	Technical	III	8,294
47.	Gang Awareness Update	El Camino College	Technical	IV	1,920
48.	Basic Course-Transition	Rio Hondo RTC	BC-Transition	N/A	-0-
49.	Basic Course-Transition	Shasta College	BC-Transition	N/A	-0-
50.	Basic Course-Transition	Santa Rosa TC	BC-Transition	N/A	-0-
51.	Prison Gangs Activities	Orange Co. S.D.	Technical	IV	12,000
52.	DNA Typing	CCI	Technical	IV	1,380
53.	Arrest & Control Instr.	Sacramento P.D.	Technical	IV	400
54.	Defensive Tactics Instr.	DMV	Technical	IV	960
55.	Motorcycle Trng, Basic	Fresno P.D.	Technical	III	21,232
56.	Off-Road M/C Instr.	Calif P&R	Technical	IV	-0-
57.	Dispatcher, Critical Incident Mgmt.	CSU, San Jose	Technical	III	4,500
58.	Crim. Inv. Core (ICI)	Los Angeles P.D.	Technical	IV	36,547
59.	Off-Road Vehicle Instr.	Calif. P&R	Technical	IV	-0-
60.	Firearms Instr. Update	San Jose P.D.	Technical	IV	6,000

CERTIFIED (Continued)

<u>Course Title</u>	<u>Presenter</u>	<u>Course Category</u>	<u>Reimbursement Plan</u>	<u>Annual Fiscal Impact</u>
61.-79.	28 additional IVD courses certified as of 12-20-96. To date, 132 IVD certified presenters have been certified and 306 IVD courses certified.			
80.-81.	There were two additional Proposition 115 Hearsay Evidence Testimony Course Presenters - certified as of 12-20-96. Presentation of this course is generally done using a copy of POST Proposition 115 Video Tape. To date, 292 presenters of Proposition 115 have been certified.			
82.-89.	There were seven additional Telecourses certified as of 12-20-96. To date, 379 Telecourse presenters have been certified.			

DECERTIFIED

<u>Course Title</u>	<u>Presenter</u>	<u>Course Category</u>	<u>Reimbursement Plan</u>
NONE			

TOTAL CERTIFIED	<u>89</u>
TOTAL PROPOSITION 115 CERTIFIED	<u>2</u>
TOTAL TELECOURSES CERTIFIED	<u>7</u>
TOTAL IVD COURSES CERTIFIED	<u>28</u>
TOTAL DECERTIFIED	<u>0</u>
TOTAL MODIFICATIONS	<u>69</u>

2,073 Skills & Knowledge Modules certified as of 12-20-96
306 IVD Courses as of 12-20-96
379 Telecourses as of 12-20-96
1,950 Other Courses certified as of 12-20-96

711 certified presenters

COMMISSION ON PEACE OFFICER STANDARDS AND TRAINING

COMMISSION AGENDA ITEM REPORT

Agenda Item Title Financial Report - Second Quarter 1996/97		Meeting Date January 23, 1997
Bureau Administrative Services Bureau	Reviewed By Frederick Williams <i>[Signature]</i>	Researched By Staff
Executive Director Approval <i>[Signature]</i>	Date of Approval 	Date of Report January 8, 1997
Purpose <input type="checkbox"/> Decision Requested <input checked="" type="checkbox"/> Information Only <input type="checkbox"/> Status Report		Financial Impact <input type="checkbox"/> Yes (See Analysis for details) <input type="checkbox"/> No

In the space provided below, briefly describe the **ISSUE, BACKGROUND, ANALYSIS, and RECOMMENDATION**. Use additional sheets if required.

This report provides financial information relative to the local assistance budget through December 31, 1996. Revenue which has accrued to the Peace Officers' Training Fund is shown as are expenditures made from the 1996-97 budget to California cities, counties and districts.

COMPARISON OF REVENUE BY MONTH - This report identifies monthly revenues which have been transferred to the Peace Officers' Training Fund. Through December 31, 1996, we received \$18,838,256. The total is \$506,258 more than originally anticipated and is \$3,580,878 (23%) more than received for the same period last fiscal year. (See Attachment 1)

NUMBER OF REIMBURSED TRAINEES BY CATEGORY - This report compares the number of trainees reimbursed this fiscal year with the number reimbursed last year. The 21,257 trainees reimbursed through the second quarter represents an increase of 534 (3%) compared to the 20,723 trainees reimbursed during the similar period last fiscal year. (See Attachment 2)

REIMBURSEMENT BY COURSE CATEGORY - These reports compare the reimbursement paid by course category this year with the amount reimbursed last fiscal year. Reimbursements for courses through the second quarter of \$6,570,632 represents a \$25,403 (.4%) decrease compared to last fiscal year. (See Attachments 3A and 3B.)

SUMMARY - Revenue received for the first six months of this fiscal year is slightly more than anticipated. This will provide a small cushion should revenues fall short of estimates for any month during the year. As a reminder, projected revenue was increased by approximately \$6.1 million for FY 96-97. This was effected by Section 24.10, Budget Act of 1996, which transfers 19.28% of the Driver Training Penalty Assessment Fund to the POTF. This is one-time funding that makes up past year and current year revenue shortfalls and provides funding for the "Tools for Tolerance" training program. Annual revenue and expenditure projections will be provided to the Finance Committee at its January 22, 1997 meeting.

COMPARISON OF REVENUE BY MONTH

FISCAL YEARS 1995-96 AND 1996-97

1995-961996-97

MONTH	PENALTY ASSESSMENT			CUMULATIVE		CUMULATIVE MONTHLY ESTIMATE			PENALTY ASSESSMENT FUND		TRANSFER FROM DT PAF ***		OTHER *		TOTAL		% OF EST		CUMULATIVE TOTAL		% OF EST	
	FUND	OTHER	TOTAL	TOTAL	ESTIMATE	FUND	PAF ***	OTHER *	TOTAL	% OF EST	CUMULATIVE TOTAL	% OF EST	TOTAL	% OF EST	TOTAL	% OF EST	TOTAL	% OF EST	TOTAL	% OF EST	TOTAL	% OF EST
JUL	\$2,468,334	\$3,371	\$2,471,705																			
AUG	2,862,613	15,199	5,349,517	5,349,517	6,110,666	2,383,405	492,252	-9,197 **	2,866,460	93.82%	6,251,815	102.31%	2,866,460	93.82%	6,251,815	102.31%	2,866,460	93.82%	6,251,815	102.31%	2,866,460	93.82%
SEP	2,409,839	8,653	7,768,009	7,768,009	9,165,999	2,623,487	541,853	10,492	3,175,832	103.94%	9,427,647	102.85%	3,175,832	103.94%	9,427,647	102.85%	3,175,832	103.94%	9,427,647	102.85%	3,175,832	103.94%
OCT	2,539,486	11,431	10,318,926	10,318,926	12,221,332	2,572,472	531,326	10,230	3,114,028	101.92%	12,541,675	102.62%	3,114,028	101.92%	12,541,675	102.62%	3,114,028	101.92%	12,541,675	102.62%	3,114,028	101.92%
NOV	2,246,004	19,665	12,584,595	12,584,595	15,276,665	2,499,089	516,168	14,367	3,029,624	99.16%	15,571,299	101.93%	3,029,624	99.16%	15,571,299	101.93%	3,029,624	99.16%	15,571,299	101.93%	3,029,624	99.16%
DEC	2,640,773	32,010	15,257,378	15,257,378	18,331,998	2,699,270	557,515	10,172	3,266,957	106.93%	18,838,256	102.76%	3,266,957	106.93%	18,838,256	102.76%	3,266,957	106.93%	18,838,256	102.76%	3,266,957	106.93%
JAN	2,472,777	240,337	17,970,492	17,970,492	21,607,331				0	0.00%	18,838,256	87.18%	0	0.00%	18,838,256	87.18%	0	0.00%	18,838,256	87.18%	0	0.00%
FEB	2,514,104	30,716	20,515,312	20,515,312	24,662,664				0	0.00%	18,838,256	76.38%	0	0.00%	18,838,256	76.38%	0	0.00%	18,838,256	76.38%	0	0.00%
MAR	2,388,904	19,923	22,924,139	22,924,139	27,717,997				0	0.00%	18,838,256	67.96%	0	0.00%	18,838,256	67.96%	0	0.00%	18,838,256	67.96%	0	0.00%
APR	2,693,237	26,681	25,644,057	25,644,057	30,773,330				0	0.00%	18,838,256	61.22%	0	0.00%	18,838,256	61.22%	0	0.00%	18,838,256	61.22%	0	0.00%
MAY	2,487,614	16,241	28,147,912	28,147,912	33,828,663				0	0.00%	18,838,256	55.69%	0	0.00%	18,838,256	55.69%	0	0.00%	18,838,256	55.69%	0	0.00%
JUN	2,786,099	226,201	31,160,212	31,160,212	37,104,000				0	0.00%	18,838,256	50.77%	0	0.00%	18,838,256	50.77%	0	0.00%	18,838,256	50.77%	0	0.00%
TOTAL	\$30,509,784	\$650,428	\$31,160,212	\$31,160,212	\$37,104,000	\$15,727,222	\$3,057,599	\$53,435	\$18,838,256	50.77%	\$18,838,256	50.77%	\$18,838,256	50.77%	\$18,838,256	50.77%	\$18,838,256	50.77%	\$18,838,256	50.77%	\$18,838,256	50.77%

* - Includes \$46,118 from coroner permit fees (per Ch 990/90)

**-Net difference of incorrectly reported PY revenue and CY July and August revenue

***-Per Section 24.10, Budget Act of 1996

COMMISSION ON POST
NUMBER OF REIMBURSED TRAINEES BY CATEGORY
DECEMBER

COURSE	1995-96			1996-97		
	Actual Total For Year	Actual Jul-Dec	% of Total	Projected Total For Year	Actual Jul-Dec	% of Projection
Basic Course	2,082	937	45%	2,200	1,049	48%
Dispatchers - Basic	347	172	50%	350	147	42%
Advanced Officer Course	3,966	1,356	34%	4,000	1,117	28%
Supervisory Course (Mandated)	497	237	48%	500	234	47%
Management Course (Mandated)	269	85	32%	300	132	44%
Executive Development Course	324	203	63%	400	163	41%
Supervisory Seminars & Courses	3,331	1,629	49%	3,400	1,510	44%
Management Seminars & Courses	1,898	716	38%	2,000	623	31%
Executive Seminars & Courses	500	201	40%	500	215	43%
Other Reimbursement	0	0	0%	0	0	0%
Tech Skills & Knowledge Course	32,308	14,762	46%	33,000	15,705	48%
Field Management Training	8	6	75%	10	18	180%
Team Building Workshops	583	230	39%	650	185	28%
POST Special Seminars	419	166	40%	450	120	27%
Approved Courses	44	23	52%	50	39	78%
TOTALS	46,576	20,723	44%	47,810	21,257	44%

COMMISSION ON POST

REIMBURSEMENT BY COURSE CATEGORY

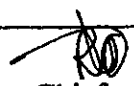
COURSE	1995-96		1996-97	
	Total For Year	Actual Jul-Dec	Actual December	Actual Jul-Dec
Basic Course	\$1,958,399	\$765,288	\$191,303	\$1,005,584
Dispatchers - Basic	279,521	124,128	19,631	100,586
Advanced Officer Course	229,914	106,824	18,273	69,777
Supervisory Course (Mandated)	291,535	135,077	28,104	136,199
Management Course (Mandated)	249,210	85,690	2,147	124,058
Executive Development Course	226,686	145,812	33,207	124,013
Supervisory Seminars & Courses	1,321,727	650,892	173,667	585,015
Management Seminars & Courses	562,512	230,004	32,806	215,631
Executive Seminars & Courses	153,657	45,941	32,774	76,620
Other Reimbursement	1,391	0	0	0
Tech Skills & Knowledge Course	8,771,615	4,145,744	996,311	3,957,932
Field Management Training	2,955	2,158	1,734	10,883
Team Building Workshops	262,538	102,746	20,949	100,371
POST Special Seminars	105,505	50,479	3,121	38,318
Approved Courses	10,557	5,252	170	7,553
Training Aids Technology	0	0	13,464	18,092
TOTALS	\$14,427,722	\$6,596,035	\$1,567,661	\$6,570,632

COMMISSION ON POST
SUMMARY OF REIMBURSEMENT EXPENSE CATEGORIES

EXPENSE CATEGORIES	FY 1995-96 Total	1995-96 July-Dec	1996 December	1996-97 Jul-Dec
Resident Subsistence	\$7,439,571	\$3,430,317	\$822,800	\$3,503,462
Commuter Meal Allowance	\$964,544	400,659	\$120,094	\$481,622
Travel	\$2,569,904	1,195,089	\$251,846	\$1,126,250
Tuition	\$3,453,703	1,569,970	\$359,457	\$1,441,206
Salary	\$0	0	\$0	\$0
Training Technology Assistance	\$0	0	\$13,464	\$18,092
TOTALS	\$14,427,722	\$6,596,035	\$1,567,661	\$6,570,632

COMMISSION ON PEACE OFFICER STANDARDS AND TRAINING

COMMISSION AGENDA ITEM REPORT

Agenda Item Title NEW AGENCY - Del Norte County District Attorney		Meeting Date January 23, 1997
Bureau Training Delivery & Compliance Bureau	Reviewed By <div style="text-align: center;">  Ronald T. Allen, Chief </div>	Researched By Bob Spurlock <i>BS</i>
Executive Director Approval	Date of Approval	Date of Report November 19, 1996
Purpose <input type="checkbox"/> Decision Requested <input checked="" type="checkbox"/> Information Only <input type="checkbox"/> Status Report		Financial Impact: <input type="checkbox"/> Yes (See Analysis for details) <input type="checkbox"/> No

In the space provided below, briefly describe the ISSUE, BACKGROUND, ANALYSIS, and RECOMMENDATION. Use additional sheets if required.

ISSUES

The Del Norte County District Attorney's Office is seeking entry into the POST Regular (Reimbursable) Program on behalf of its investigators.

BACKGROUND

The provisions of Section 830.1 of the Penal Code permit a District Attorney's Office to employ sworn investigators. The Del Norte County Board of Supervisors has submitted the proper documents supporting POST objectives and regulations.

ANALYSIS

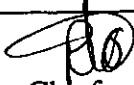
The District Attorney's Office has two full-time sworn investigators. Adequate background investigations have been conducted and the agency is complying with POST Regulations.

RECOMMENDATION

The Commission be advised that the Del Norte County District Attorney's Office be admitted into the POST Regular (Reimbursable) Program consistent with Commission Policy.

COMMISSION ON PEACE OFFICER STANDARDS AND TRAINING

COMMISSION AGENDA ITEM REPORT

Agenda Item Title NEW AGENCY - Cuesta College Department of Public Safety		Meeting Date January 23, 1997
Bureau Training Delivery and Compliance Bureau	Reviewed By <div style="text-align: center;">  Ronald T. Allen, Chief </div>	Researched By Bob Spurlock
Executive Director Approval	Date of Approval	Date of Report November 19, 1996
Purpose <input type="checkbox"/> Decision Requested <input checked="" type="checkbox"/> Information Only <input type="checkbox"/> Status Report		Financial Impact: <input checked="" type="checkbox"/> Yes (See Analysis for details) <input type="checkbox"/> No

In the space provided below, briefly describe the ISSUE, BACKGROUND, ANALYSIS, and RECOMMENDATION. Use additional sheets if required.

ISSUES

The Cuesta College Department of Public Safety is seeking entry into the POST Regular (Reimbursable) Program on behalf of its peace officers.

BACKGROUND

The department's officers are appointed pursuant to Section 830.32(b) of the Penal Code. Suitable background and other provisions of the Government Code regarding selection standards have been met.

ANALYSIS

The police department currently employs three officers.

Fiscal impact for reimbursement of training will cost approximately \$2,000 per year.

RECOMMENDATION

The Commission be advised that the Cuesta College Department of Public Safety has been admitted into the POST Regular (Reimbursable) Program consistent with Commission Policy.

COMMISSION ON PEACE OFFICER STANDARDS AND TRAINING

COMMISSION AGENDA ITEM REPORT

Agenda Item Title NEW AGENCY - Mira Costa College District Police Department		Meeting Date January 23, 1997
Bureau Training Delivery and Compliance Bureau	Reviewed By <i>W. Bennett, ABC FOR</i> Ronald T. Allen, Chief	Researched By <i>RS</i> Bob Spurlock
Executive Director Approval	Date of Approval	Date of Report December 16, 1996
Purpose <input type="checkbox"/> Decision Requested <input checked="" type="checkbox"/> Information Only <input type="checkbox"/> Status Report		Financial Impact: <input checked="" type="checkbox"/> Yes (See Analysis for details) <input type="checkbox"/> No

In the space provided below, briefly describe the ISSUE, BACKGROUND, ANALYSIS, and RECOMMENDATION. Use additional sheets if required.

ISSUES

The Mira Costa College District Police Department is seeking entry into the POST Regular (Reimbursable) Program on behalf of its peace officers.

BACKGROUND

The department's officers are appointed pursuant to Section 830.32(b) of the Penal Code. Suitable background and other provisions of the Government Code regarding selection standards have been met.

ANALYSIS

The police department currently employs seven officers.

Fiscal impact for reimbursement of training will cost approximately \$3,500 per year.

RECOMMENDATION

The Commission be advised that the Mira Costa College District Police Department has been admitted into the POST Regular (Reimbursable) Program consistent with Commission Policy.

COMMISSION ON PEACE OFFICER STANDARDS AND TRAINING

COMMISSION AGENDA ITEM REPORT

Agenda Item Title NEW AGENCY - City of Fresno Airport Department of Public Safety		Meeting Date January 23, 1997
Bureau Training Delivery and Compliance Bureau	Reviewed By Ronald T. Allen, Chief	Researched By Bob Spurlock
Executive Director Approval	Date of Approval	Date of Report December 19, 1996
Purpose <input type="checkbox"/> Decision Requested <input checked="" type="checkbox"/> Information Only <input type="checkbox"/> Status Report		Financial Impact: <input type="checkbox"/> Yes (See Analysis for details) <input checked="" type="checkbox"/> No

In the space provided below, briefly describe the ISSUE, BACKGROUND, ANALYSIS, and RECOMMENDATION. Use additional sheets if required.

ISSUE

The City of Fresno Airport Department of Public Safety is seeking entry into the POST Specialized (non-Reimbursable) Program on behalf of its officers.

BACKGROUND

The agency appoints sworn officers under the authority of Penal Code Section 830.33(d) and has submitted the proper documentation supporting POST objectives and regulations.

ANALYSIS

The City of Fresno Airport Department of Public Safety has six full-time officers and there is no fiscal impact.

RECOMMENDATION

The Commission be advised that the City of Fresno Airport Department of Public Safety has been admitted into the POST Specialized (non-Reimbursable) Program consistent with Commission Policy.

COMMISSION ON PEACE OFFICER STANDARDS AND TRAINING

COMMISSION AGENDA ITEM REPORT

Agenda Item Title Southern Pacific Railroad Police Department Withdrawal from POST Specialized (non-Reimbursable) Program		Meeting Date January 23 1997
Bureau Training Delivery & Compliance Bureau	Reviewed By Ronald T. Allen, Chief	Researched By Bob Spurlock
Executive Director Approval	Date of Approval	Date of Report November 19, 1996
Purpose <input type="checkbox"/> Decision Requested <input checked="" type="checkbox"/> Information Only <input type="checkbox"/> Status Report		Financial Impact: <input type="checkbox"/> Yes (See Analysis for details) <input checked="" type="checkbox"/> No

In the space provided below, briefly describe the ISSUE, BACKGROUND, ANALYSIS, and RECOMMENDATION. Use additional sheets if required.

ISSUES

The Southern Pacific Railroad Police Department has requested to withdraw from the POST Specialized (non-Reimbursable) Program.

BACKGROUND

On October 4, 1996, the Commission was advised that the Southern Pacific Railroad Police Department has merged with the Union Pacific Railroad Police Department effective September 15, 1996. This was a corporate merger that impacted officers from several states. Therefore, the Southern Pacific Railroad Police Department has been removed from the POST Specialized (non-Reimbursable) Program.

ANALYSIS

The police department had 126 sworn officers. There will be no impact on the POST budget.

RECOMMENDATION

The Commission be advised that the Southern Pacific Railroad Police Department has been removed from the POST Specialized (non-Reimbursable) Program.

COMMISSION ON PEACE OFFICER STANDARDS AND TRAINING

COMMISSION AGENDA ITEM REPORT

Agenda Item Title Public Safety Dispatcher Program		Meeting Date November 7, 1996
Bureau Training Delivery & Compliance Bureau	Reviewed By Ronald T. Allen, Chief <i>RTA</i>	Researched By Bob Spurlock <i>BS</i>
Executive Director Approval	Date of Approval	Date of Report July 26, 1996
Purpose <input type="checkbox"/> Decision Requested <input checked="" type="checkbox"/> Information Only <input type="checkbox"/> Status Report		Financial Impact: <input type="checkbox"/> Yes (See Analysis for details) <input checked="" type="checkbox"/> No

In the space provided below, briefly describe the ISSUE, BACKGROUND, ANALYSIS, and RECOMMENDATION. Use additional sheets if required.

ISSUE

Acceptance of agency into the Public Safety Dispatcher Program.

BACKGROUND

The agency shown on the attached list has requested participation in the POST Reimbursable Public Safety Dispatcher Program pursuant to Penal Code Sections 13510(c) and 13525. The agency has expressed willingness to abide by POST Regulations and has passed a resolution as required by Penal Code Section 13522.

ANALYSIS

The agency presently employs full-time dispatchers and has established minimum selection and training standards which equal or exceed the standards adopted for the program.

RECOMMENDATION

The Commission be advised that the subject agency has been accepted into the POST Reimbursable Public Safety Dispatcher Program consistent with Commission policy.

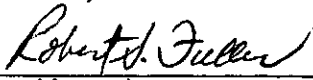
NEW AGENCIES IN THE PUBLIC SAFETY DISPATCHER PROGRAM

NOVEMBER - JANUARY 1997

<u>Name</u>	<u>Ord/Res/Letter</u>	<u>Entry Date</u>
Fontana Unified School District Police Department	Resolution	12-19-96

There are currently 344 agencies participating in the program.

12-19-96

COMMISSION AGENDA ITEM REPORT		
Agenda Item Title Annual Review of Command College Tuition		Meeting Date January 23, 1997
Bureau Center for Leadership Development	Reviewed By 	Researched By Beverley Short
Executive Director Approval	Date of Approval	Date of Report December 16, 1996
Purpose: <div style="display: flex; justify-content: space-between; align-items: flex-start;"> <div style="width: 60%;"> <input type="checkbox"/> Decision Requested <input type="checkbox"/> Information Only <input type="checkbox"/> Status Report </div> <div style="width: 35%;"> Financial Impact: <input type="checkbox"/> Yes (See Analysis for details) <input type="checkbox"/> No </div> </div>		
In the space provided below, briefly describe the ISSUE, BACKGROUND, ANALYSIS, and RECOMMENDATION. Use additional sheets if required.		
<p><u>ISSUE</u></p> <p>This item is before the Commission for its annual review of the Command College tuition.</p> <p><u>BACKGROUND</u></p> <p>At its January 1987 meeting, the Commission designated a tuition be charged all eligible, non-reimbursable agencies desiring to send participants to the Command College. The Commission also directed staff to monitor the direct costs and to submit a report annually with recommendations for the tuition rate for the coming year.</p> <p>The current tuition approved by the Commission for participants beginning the Command College/Executive Leadership Institute (CC/ELI) is \$2,762.</p> <p>The non-reimbursable agencies that have participated in the CC/ELI and were charged a tuition are the California Highway Patrol, the Department of Justice, Los Angeles Housing Police, Department of Motor Vehicles, Office of the Attorney General, and Department of Fish and Game.</p> <p><u>ANALYSIS</u></p> <p>The first class, Class 24, of the redesigned CC/ELI began their 11-month program in August 1996. At this time, three of the six sessions have been completed, with the last session scheduled for August 1997. Class 25 will start their first session January 13, 1997. The existing tuition of \$2,762 was approved by the Commission in April 1996 for Classes 24 and 25 based on anticipated direct costs per participant. The actual costs of an entire program will not be known until after August 1997. Therefore, the existing tuition of \$2,762 should remain in effect for Classes 26 and 27, scheduled to begin August 1997, and January 1998, respectively.</p> <p><u>RECOMMENDATION</u></p> <p>Approve the CC/ELI tuition of \$2,762 be extended without change for Classes 26 and 27.</p>		

COMMISSION AGENDA ITEM REPORT

Agenda Item Title Supervisory Leadership Institute Tuition		Meeting Date January 23, 1997
Bureau Center for Leadership Development	Reviewed By <i>Robert H. Fuller</i>	Researched By Tom Hood
Executive Director Approval <i>Morgan C. Babin</i>	Date of Approval 12-26-96	Date of Report December 24, 1996
Purpose: <input type="checkbox"/> Decision Requested <input type="checkbox"/> Information Only <input type="checkbox"/> Status Report		Financial Impact: <input type="checkbox"/> Yes (See Analysis for details) <input type="checkbox"/> No

In the space provided below, briefly describe the ISSUE, BACKGROUND, ANALYSIS, and RECOMMENDATION. Use additional sheets if required.

ISSUE

This item is before the Commission for its annual review of the Supervisory Leadership Institute tuition.

BACKGROUND

At the January 1991 meeting, the Commission designated a tuition be charged all eligible non-reimbursable agencies desiring to send participants to the Supervisory Leadership Institute. Staff was instructed to annually review tuition and to report to the Commission each January with the recommended tuition for classes beginning the coming year. The current tuition approved by the Commission is \$1,636.

The non-reimbursable agency currently in the Supervisory Leadership Institute and being charged a tuition is the California Highway Patrol.

ANALYSIS

The recommended tuition based on anticipated direct Supervisory Leadership Institute cost per participant in 1997 remains at \$1,636. The cost breakdown is as follows:

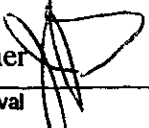
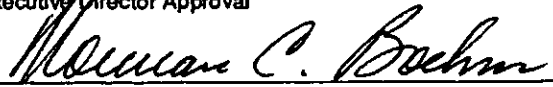
Instruction	\$ 980.
Supplies	95.
Instructor Travel/Per Diem	391.
Facility Rental/Misc.	<u>170.</u>
	\$1,636.

RECOMMENDATION

Approve a tuition of \$1,636 for non-reimbursable agencies, to cover the direct costs for participation in the Supervisory Leadership Institute for classes beginning July 1997 through June 1998.

COMMISSION ON PEACE OFFICER STANDARDS AND TRAINING

COMMISSION AGENDA ITEM REPORT

Agenda Item Title Public Hearing to Consider Changes to Minimum Selection Standards		Meeting Date January 23, 1997
Bureau Standards and Evaluation Services	Reviewed By John Berner 	Researched By Luella Luke
Executive Director Approval 	Date of Approval 12-20-96	Date of Report December 18, 1996
Purpose <input type="checkbox"/> Decision Requested <input type="checkbox"/> Information Only <input type="checkbox"/> Status Report		Financial Impact: <input type="checkbox"/> Yes (See Analysis for details) <input type="checkbox"/> No

In the space provided below, briefly describe the ISSUE, BACKGROUND, ANALYSIS, and RECOMMENDATION. Use additional sheets if required.

ISSUE:

Should the Commission approve, subject to the public hearing process, modifications to Commission Regulations 1001, 1002, and 1007(a) and Commission Procedures C-1 and C-2 regarding minimum selection standards for peace officers?

BACKGROUND:

At its November 7, 1996 meeting, the Commission reviewed proposed changes to Commission Regulations 1001, 1002, and 1007(a) and Commission Procedures C-1 and C-2.

Commission Regulation 1001 defines the terms used throughout the Commission's Regulations. Commission Regulation 1002 specifies the minimum employment standards for regular peace officers in the POST program, and Commission Regulation 1007 likewise specifies the minimum selection requirements for reserve peace officers. Commission Procedure C-1, entitled "Personal History Investigation," implements the requirements established in Regulations 1002(a) and 1007(a)(5). Similarly, Commission Procedure C-2, "Physical and Psychological Suitability Examinations," implements Sections 1002(a)(7) and 1007(a)(7) of the Regulations.

Upon completion of its review of the proposed modifications to these regulations and procedures, the Commission scheduled a public hearing for January 23, 1997 to receive testimony on the proposed changes. With respect to the proposed changes concerning the minimum high school graduation requirement, the Commission directed staff to research the feasibility of accepting: (1) graduation from schools outside the country that are administered by the U.S. and are attended by the dependents of U.S. military personnel, and (2) diplomas from other countries that are recognized by California colleges and universities for purposes of meeting college admission requirements.

ANALYSIS:

The proposed modifications to the regulations and procedures fall into three broad categories: (1) language and/or formatting changes that are intended to clarify the nature and intent of the requirements, or to correct information which has become inaccurate, (2) changes to the requirements necessitated by new legal requirements, and (3) changes to the requirements that are recommended to improve and enhance the current minimum employment standards.

The proposed substantive changes are as follows:

- o Language would be added to the regulations pertaining to minimum education requirements for regular and reserve officers which specifies that high school graduation must be from a U.S. high school. Since 1989, the Commission has interpreted its own regulations, and the underlying provisions of Government Code Section 1031(e), to require graduation from a U.S. high school. A recent review by POST legal counsel confirms that this interpretation is reasonable. The suggested language changes would make the requirement explicit.
- o Language would be added to the same regulations which specifies that the high school graduation requirement may be satisfied by achieving a passing score on the California High School Proficiency Examination (CHSPE). Per Education Code section 48412, passing the test is the legal equivalent of attaining a high school diploma.
- o Current language in the regulations for regular officers, which specifies the minimum scores that must be achieved on General Education Development Test (GED) in order to satisfy the minimum education requirement, would be added to the regulations for reserve officers.
- o Commission Procedure C-1, subparagraph 1-5(l), which requires the background investigator to collect medical information, would be deleted. This change is necessary to comply with the provisions of the Americans with Disabilities Act of 1991 (ADA), which prohibit the collection of medical information prior to a conditional job offer.
- o Commission Procedure C-1, subparagraph 1-5(g) would be changed to require that the background investigator contact all previous employers of the candidate during the last ten years. Currently there is no time limit and all previous employers must be contacted. The proposed change is consistent with what is recommended in the *POST Peace Officer Background Investigation Manual* and what the candidate is required to document in the *POST Personal History Statement*.
- o A provision would be added to Commission Procedure C-2 which requires that the results of the psychological examination be reported in writing to the hiring authority.
- o Another provision would be added that requires the hiring authority to retain written verification that employed persons have been examined and found to be medically and psychologically suitable in accordance with the Commission's requirements. This requirement is necessary to verify compliance, as POST personnel are prohibited from accessing the actual medical records of such individuals per the ADA.
- o The current vision standards, as enumerated in Commission Procedure C-2, would be expanded to require that candidates be screened for both corrected and uncorrected visual acuity, and visual field. Recommended evaluation criteria for these factors are included in existing POST guidelines.

- o The current psychological screening requirements, as stated in Commission Procedure C-2, would be expanded to require a clinical interview for all candidates. At present only candidates for whom the psychological test results are inconclusive or suggest disqualification must be interviewed. In 1985, when the current requirements were enacted, the Commission opted not to require that all candidates be interviewed due to concerns that such an action would place an undue burden on some agencies - both from the standpoint of cost and the limited availability of psychologists in certain remote areas of the state. The Commission has always **recommended** that a clinical interview be conducted for all candidates, and the concerns that existed in 1985 have largely dissipated, as evidenced by the fact that it is now common practice for agencies in the POST program to require a clinical interview for all candidates. Expansion of the requirement is also consistent with the recommendations of both the International Associations of Chiefs of Police and the Division 18 of the American Psychological Association (Psychologists in Police Service).

All other proposed changes are less substantive, and consist largely of modifications to language or format that are intended to update and further clarify the nature and intent of the requirements.

Staff research with respect to the Commission's concerns regarding persons who have graduated from schools outside the U.S. revealed that high schools in the U.S. Department of Defense Dependent School System (military schools), including those located outside of the U.S., are fully accredited by the North Central Association of Colleges and Schools. Thus, such high schools fall under the proposed revised definition of a "high school" as enumerated in Commission Regulation 1001(o), which includes any "U.S. school accredited as a high school by a recognized regional accrediting body." Proposed additional language to Regulation 1001(o), which would make this point explicit, reads as follows: "Inclusive of this definition are schools for the dependents of U.S. military personnel which comprise the Department of Defense Dependent School System."

Staff inquiries concerning the practices of California colleges and universities for evaluating the equivalency of education received in another country revealed that there are no definitive and universally recognized standards for conducting such evaluations, and that the evaluations can be quite subjective, complex and costly to carry out. Given these circumstances, and given the ready availability of the General Education Development Test (GED) as an alternative means of satisfying the high school graduation requirement, language has **not** been incorporated in the proposed regulation changes that would permit acceptance of education in another country that is "equivalent" to high school graduation.

All proposed changes to the actual language of the regulations and procedures (i.e., both substantive changes and less substantive language/format changes) are provided in Attachment A, along with a Statement of Reasons explaining the rationale for each change.

RECOMMENDATION:

Subject to the results of the public hearing, it is recommended that the Commission amend Commission Regulations 1001, 1002, and 1007(a) and Commission Procedures C-1 and C-2 as proposed with an effective date of April 1, 1997, contingent upon approval by the Office of Administrative Law.

COMMISSION REGULATIONS

1001. Definitions...

- (o) "High School" is a U.S. school accredited as a high school by the department of education of the state in which the high school is located, or a U.S. school accredited as a high school by the recognized regional accrediting body, or a U.S. school accredited as a high school by the state university of the state in which the high school is located. Inclusive in this definition are schools for the dependents of U.S. military personnel which comprise the Department of Defense Dependent School System.

COMMISSION REGULATIONS

1002. Minimum Standards for Employment.

(a) Every peace officer employed by a department shall be selected in conformance with the following requirements:

- (1) Felony Conviction. Government Code section 1029: Limits employment of convicted felons.
- (2) Fingerprint and Record Check. Government Code sections 1030 and 1031(c): Requires fingerprinting and search of local, state, and national files to reveal any criminal records.
- (3) Citizenship. Government Code sections 1031(a) and 1031.5: Specifies citizenship requirements for peace officers. Government Code section 24103 specifies citizenship requirements for deputy sheriffs and deputy marshals.
- (4) Age. Government Code section 1031(b): Requires minimum age of 18 years for peace officer employment.
- (5) Moral Character. Government Code section 1031(d): Requires good moral character as determined by a thorough background investigation.

The background investigation shall be conducted as prescribed in the POST Administrative Manual, Section C-1. The background investigation shall be completed on or prior to the appointment date.

- (6) Education. Government Code section 1031(e): Requires high school graduation, passage of the General Education Development Test (GED) or attainment of a two-year or four-year degree from an accredited college or university.

When the GED is used, a minimum overall score of not less than 45, and a standard score of not less than 35 on any section of the test, as established by the American Council on Education, shall be attained.

Per Education Code Section 48412, passage of the California High School Proficiency Examination is the legal equivalent of attainment of a California high school diploma.

- (7) ~~Physical~~ Medical and Psychological Suitability Examinations. Government Code section 1031(f): Requires an examination of physical, emotional, and mental conditions.

The examinations shall be conducted as prescribed in the POST Administrative Manual, section C-2.

- (8) Interview. Be personally interviewed prior to employment by the department head or a representative(s) to determine the person's suitability for police law enforcement service, which includes, but is not limited to, the person's ~~appearance, personality, maturity, temperament, background, and~~ ability to communicate. This regulation may be satisfied by an employee of the department participating as a member of the person's oral interview panel.
 - (9) Reading and Writing Ability. Be able to read and write at the levels necessary to perform the job of a peace officer as determined by the use of the POST Entry-Level Law Enforcement Test Battery or other job-related tests of reading and writing ability.
- (b) All requirements of section 1002 of the Regulations shall apply to each lateral entrant, regardless of the rank to which the person is appointed, unless waived by the Commission.

COMMISSION REGULATIONS

1007. Reserve Officer Minimum Standards.

- (a) Every reserve peace officer shall be selected in conformance with the following requirements:
- (1) **Felony Conviction.** Government Code section 1029: Limits employment of convicted felons.
 - (2) **Fingerprint and Record Check.** Government Code sections 1030 and 1031(c): Require fingerprinting and search of local, state and national files to reveal any criminal records.
 - (3) **Citizenship.** Government Code sections 1031(a) and 1031.5: Specify citizenship requirements for peace officers.
 - (4) **Age.** Government Code section 1031(b): Specifies minimum age of 18 years for peace officer employment.
 - (5) **Moral Character.** Government Code section 1031(d): Requires good moral character, as determined by a thorough background investigation. For Level III, Level II and Level I reserve officers, the background investigation shall be conducted as prescribed in PAM Procedure C-1.
 - (6) **Education.** Government Code section 1031(e): Requires high school graduation, passage of the General Education Development Test (GED) or attainment of a two-year or four-year degree from an accredited college or university.

When the GED is used, a minimum overall score of not less than 45, and a standard score of not less than 35 on any section of the test, as established by the American Council on Education, shall be attained.

Per Education Code Section 48412, passage of the California High School Proficiency Examination is the legal equivalent of attainment of a California high school diploma.

- (7) **Physical ~~Medical~~ and Psychological Suitability Examinations.** Government Code section 1031(f): Requires an examination of physical, emotional and mental conditions. For Level II and Level I reserve officers, Psychological Suitability Examinations shall be conducted as prescribed in PAM section C-2.
- (8) **Interview.** Commission requirement: Each peace officer shall be interviewed personally by the department head or his/her representative prior to appointment.

COMMISSION PROCEDURE C-1

PERSONAL HISTORY INVESTIGATION

Purpose

1-1. Personal History Investigation: This Commission Procedure implements the personal history investigation requirements established in Section 1002(a) of the Commission Regulations. The purpose of the personal history investigation is to ~~find examples of positive or negative behavior in the candidate's life indicative of characteristics which would probably favor or prevent the candidate from becoming a successful peace officer~~ verify the absence of past behavior indicative of unsuitability to perform the duties of a peace officer. The investigation must also examine the candidate's past work performance and impact on other people to determine whether or not those affirmative characteristics which are desirable in a peace officer are possessed by the candidate. The POST "Peace Officer Background Investigators Investigation Manual," or its equivalent should be followed in conducting an investigation.

Procedure

1-2. Personal History Investigation: This procedure shall be followed in the pre-employment investigation of each proposed peace officer employee and shall be completed on or prior to the appointment date.

1-3. Completion of Personal History Statement: The department head shall require the candidate to complete the POST Personal History Statement, Form 2-251, or its equivalent prior to conducting the background investigation.

1-4. Written Evaluation Required: The results of the investigation must be reduced to writing and made available to the department head for the purpose of evaluation to determine whether the candidate is suitable. The results shall be retained by the jurisdiction as a source of authenticated information on personnel for present and successive administrators.

1-5. Sources of Investigation: The investigation shall include an inquiry into the following sources of information for the purpose indicated:

- (a) The State Department of Motor Vehicles, Division of Drivers' Licenses--to determine the candidate's driving record.
- (b) High school and all higher education institutions that the candidate attended--to determine the ~~education achievements~~ school record, character and career potential of the applicant.
- (c) ~~State bureaus of vital statistics or county records~~ Appropriate official documents--to verify birth and age records. In the case of foreign born, appropriate federal or

local records.

- (d) All police files in jurisdictions where the candidate has frequently visited, lived or worked--to determine if any criminal record exists.
- (e) Criminal records of the California Bureau of Investigation and Identification. A copy of the return shall be retained in the candidate's personnel record.
- (f) The Federal Bureau of Investigation records. A copy of the return shall be retained in the candidate's personnel records.
- (g) ~~All p~~Previous employers within the past 10 years--to determine the quality of the candidate's work record.
- (h) Within practical limits, references supplied by the candidate, and other references supplied by them, if any--to determine whether or not the candidate has exhibited behavior which would or would not be compatible with the position sought.
- (i) The candidate's present neighborhood and where practicable, neighborhoods where the candidate may have previously resided--to determine whether or not the candidate has exhibited behavior which would or would not be compatible with the position sought.
- (j) The candidate's credit records--to determine his/her credit standing with banks, department stores and other commercial establishments that would tend to give a clear indication of the candidate's reliability and integrity.
- (k) When appropriate, military records, ~~including medical~~, in the service of the United States, jurisdictions therein, or foreign government--to determine the quality of the candidate's service.
- ~~(l) Hospitals, clinics, or physicians having medical records including the current employment physical examination records (if this examination is performed before the Personal History Investigation) of the candidate--to determine whether or not the candidate's current or past health would be a disqualifier for the position sought.~~

1-6. Relationship to Medical and Psychological Examinations: ~~In whatever order the Personal History Investigation or the Physical Examination is performed, the background investigator and the examining physician should work cooperatively by exchanging their findings and observations which may be useful in performing their individual tasks.~~ Pursuant to the provisions of the Americans with Disabilities Act of 1991, the hiring department may not make medical inquiries of a candidate prior to extending a conditional offer of employment. For a job offer to be considered bona fide, all non-medical information should be gathered at the pre-offer stage, unless doing so is practically or legally unreasonable. Subsequent to a conditional job offer and provided that the confidentiality provisions of the law are observed,

the background investigator, examining physician, and examining psychologist should work cooperatively to ensure that each has complete information upon which to make their respective assessment of the candidate.

COMMISSION PROCEDURE C-2

PHYSICAL MEDICAL AND PSYCHOLOGICAL SUITABILITY EXAMINATIONS

Purpose

2-1. Physical Medical and Psychological Suitability Examinations: This Commission procedure implements the physical medical and psychological suitability examinations requirements established in Government Code Section 1031(f) and Sections 1002(a)(7) and 1007(a)(7) of the Regulations. The purpose of the physical medical examination is to select personnel who are physically sound and free from any physical medical condition which would probably be expected to adversely affect their performance as a of peace officer duties. The purpose of the psychological suitability examination is to select personnel who are free from any mental or emotional condition which might would be expected to adversely affect their performance as a peace officer. ~~The use of the POST "Medical Screening Manual for California Law Enforcement, 1995", or its equivalent, in conducting the physical evaluation is discretionary. The use of the "POST Psychological Screening Manual, December 1984", or its equivalent, in conducting the psychological suitability evaluation is discretionary.~~

Procedure

2-2. Sequencing of the Physical Medical and Psychological Suitability Examinations: The physical medical and psychological suitability examinations shall be conducted as specified in Government Code Section 1031(f) within 1 year before hire. The Americans with Disabilities Act of 1991 prohibits the collection of medical¹ information prior to a conditional offer of employment.

2-3. Verification of Medical and Psychological Suitability: The hiring authority shall retain written verification that persons employed have been examined and found medically and psychologically suitable to perform peace officer duties in accordance with the provisions of this procedure.

Medical Examination Requirements

2-4. Medical Suitability Examination Requirement: As specified in Government Code Section 1031(f), the medical examination shall be conducted by a licensed physician and surgeon. The use of the POST "Medical Screening Manual for California Law Enforcement, 1996," in conducting the medical evaluation is discretionary.

¹The Americans with Disabilities Act definition of medical inquiries covers areas related to both medical and psychological disability.

2-3 2-5. Completion of Medical History Statement: Each candidate must supply to the examining physician a statement of the medical history of past and present conditions, diseases, injuries or operations. The department head shall require the candidate to complete the POST Medical History Statement, Form 2-252, or its equivalent prior to conducting the medical examination.

2-4 2-6. Vision and Hearing: The hiring authority shall establish minimum standards for hearing, color vision and visual acuity, and is responsible for determining that each candidate meets those standards to ensure that candidates are free from any vision or hearing conditions that would be expected to adversely affect their performance of peace officer duties. The POST vision and hearing guidelines provide recommended evaluation criteria for use in this regard. While the use of these guidelines is discretionary, the hiring authority shall, at a minimum, establish criteria for screening far visual acuity (corrected and uncorrected), color vision, visual field, and hearing sensitivity.

2-5 2-7. Physician's Findings and Record: The physician shall report the examination findings in writing findings of the examination and shall note, for evaluation by the appointing authority, any past or present physical conditions, diseases, injuries, operations, or any evidence or indications of mental conditions displayed by the candidate which should be further evaluated by competent professionals. The completed written report shall be retained by the local jurisdiction by completing the POST Medical Examination Report, Form 2-253, or its equivalent, to be used by the appointing authority in its hiring decision.

Psychological Examination Requirements

2-6 2-8. Psychological Suitability: Peace officer applicants shall be judged to be free from job-relevant psychopathology, including personality disorders, as diagnosed by a qualified professional, as described in Government Code Section 1031(f) (i.e., by a licensed physician and surgeon or by a licensed psychologist who has a doctoral degree in psychology and at least five years of postgraduate experience in the diagnosis and treatment of emotional and mental disorders). References in making this determination are identified in the "POST Psychological Screening Manual, December 1984," the use of which is discretionary.

2-7. Psychological Suitability Examination: Psychological suitability shall be determined on the basis of psychological test score information which has been interpreted by a qualified professional. A minimum of two psychological tests shall be used. One must be normed in such a manner as to identify patterns of abnormal behavior; the other must be oriented toward assessing relevant dimensions of normal behavior.

2-8. Clinical Interview: All final recommendations to disqualify candidates for psychological unsuitability shall be based, in part, on a clinical interview conducted by a qualified professional. An interview shall also be conducted when objective test data are inconclusive.

2-9. Psychological Suitability Examination Requirements:

- (a) A minimum of two psychological tests shall be used. One must be normed in such a manner as to identify patterns of abnormal behavior; the other must be oriented toward assessing relevant dimensions of normal behavior.
- (b) A clinical interview shall be conducted. The psychological test results shall be reviewed in advance by the individual who conducts the clinical interview.
- (c) Interpretation of the psychological test score information and conduct of the clinical interview shall be performed by a qualified professional as defined in subparagraph 2-8.²

2-10. Findings of the Psychological Suitability Examination: Findings of the psychological suitability examination shall be reported in writing to the appointing authority for use in its hiring decision.

2-9 2-11. Updated Physical Medical and Psychological Suitability Examinations: When more than one year has passed since initial examinations, physical medical and psychological suitability examination updates, as opposed to complete new examinations, may be conducted for individuals who:

- (a) Upgrade within the same agency to reserve peace officer or regularly employed peace officer status;
- (b) Were examined initially in accordance with all of the provisions of subparagraphs 2-1 through 2-8 10 of Commission Procedure C-2, and the results of such examinations are available for review; and
- (c) Have worked continuously for the agency since the time of initial appointment.

Each examination update shall be conducted by a qualified professional as defined in Government Code 1031(f), and shall include, at a minimum:

- (a) A review of previous examination findings;
- (b) A review and evaluation of the individual's work history and job-relevant life history while with the agency for indicators of potential changes in physical medical or psychological status and the conduct of more extensive examination and assessment when warranted by the findings of such review; and

²Since determination of psychological suitability must be made in part on the basis of psychological test score information, as specified in this procedure, the testing is usually conducted by a licensed psychologist.

- (c) Verification in writing by the qualified professional as to the individual's ~~physical~~ medical or psychological suitability for appointment as a peace officer, a copy of which shall be retained by the agency.

Commission on Peace Officer Standards and Training

PUBLIC HEARING: MINIMUM SELECTION STANDARDS

STATEMENT OF REASONS

The Commission on Peace Officer Standards and Training (POST) will hold a public hearing on January 23, 1997, for the purpose of receiving comments on proposed changes to Commission Regulations 1001, 1002, and 1007(a), and Commission Procedures C-1 and C-2.

Commission Regulation 1001 defines the terms used throughout the Commission's Regulations. Commission Regulation 1002 specifies the minimum employment standards for regular peace officers in the POST program, and Commission Regulation 1007 likewise specifies the minimum selection requirements for reserve peace officers. Commission Procedure C-1, entitled "Personal History Investigation," implements the requirements established in Regulations 1002(a) and 1007(a)(5). Similarly, Commission Procedure C-2, "Physical and Psychological Suitability Examinations," implements Sections 1002(a)(7) of the Regulations.

The Commission now proposes to modify these regulations and procedures to clarify the nature and intent of the requirements, comply with legal requirements, and enhance current minimum employment standards.

Proposed revisions:

Regulation 1001

It is proposed that the definition of "high school" be changed to refer specifically to a U.S. high school. This change in definition is germane to Commission Regulations 1002(a)(6) and 1007(a)(6), which specify the minimum education requirements for regular and reserve officers, and which in turn, are based on the "high school" graduation requirement for all peace officers that is embodied in Government Code Section 1031(e). Since 1989, the Commission has interpreted the Government Code and its own regulations to require graduation from a U.S. high school. A recent review by POST legal counsel confirms that this interpretation is reasonable. This change in the Commission's definition of "high school" would serve to clarify the intent of the Commission's Regulations.

Regulation 1002(a)(3)

This regulation, which refers to citizenship requirements for regular officers, would be amended by the addition of a reference to Government Code Section 24103, which requires that deputy sheriffs and deputy marshals be U.S. citizens.

Regulation 1002(a)(6)

It is proposed that language be added to this regulation which acknowledges that passage of the California High School Proficiency Examination is the legal equivalent of attaining a California high school diploma, as stated in Education Code Section 48412, and thus is an acceptable means of satisfying the high school graduation requirement.

Regulation 1002(a)(7)

It is proposed that the term "physical" be replaced by the more appropriate term "medical" when referring to medical examination requirements. "Physical" could be misconstrued as including physical fitness/agility requirements. The term "medical" is more consistent with the intent of the regulation, which is to ensure that candidates are free of any disease or condition that would adversely affect their performance, as well as being consistent with the title of the POST Medical Screening Manual for California Law Enforcement.

Regulation 1002(a)(8)

Regulation 1002(a)(8), which specifies what must minimally be evaluated during the required pre-employment interview that is conducted by the department head or his/her representative, would be modified by deleting the outdated references to appearance, personality, maturity, temperament, and background, which are more appropriately addressed in other required phases of the selection process (i.e., background investigation and psychological suitability examination).

Regulation 1007(a)(6)

The same references to the California High School Proficiency Examination proposed above for regular officers would be added to Regulation 1007(a)(6), which refers to the minimum education requirements for reserve officers. Additionally, it is proposed that language be added which parallels current language in the Regulations for regular officers with regard to minimally acceptable scores on the General Education Development Test (GED).

Regulation 1007(a)(7)

It is proposed that the term "physical" be replaced by the more appropriate term "medical" when referring to medical examination requirements. "Physical" could be misconstrued as including physical fitness/agility requirements. The term "medical" is more consistent with the intent of the regulation, which is to ensure that candidates are free of any disease or condition that would adversely affect their performance, as well as being consistent with the title of the POST Medical Screening Manual for California Law Enforcement.

Commission Procedure C-1, 1-1

Procedure C-1, Sub-paragraph 1-1 would be modified to more accurately describe the purpose of

the personal history investigation as being to "verify the absence of past behavior indicative of unsuitability to perform the duties of a peace officer." Correcting the title of the POST "Peace Officer Background Investigation Manual" is also proposed.

Commission Procedure C-1, 1-5(b)

Procedure C-1, Sub-paragraph 1-5(b) would be modified by replacing "educational achievements" with the broader term "school record" in describing what is to be determined by contacting the high school and high education institutions attended by the candidate.

Commission Procedure C-1, 1-5(c)

Procedure C-1, Sub-paragraph 1-5(c) would be modified by replacing "State bureau of vital statistics or county records" by the broader term "appropriate official documents" in describing what may be used to verify the candidate's age and place of birth. In practice, this sub-paragraph has been overly restrictive, especially in cases when, for example, records have been destroyed. Many other official documents, too varied to enumerate, can legitimately serve to verify age and birth.

Commission Procedure C-1, 1-5(g)

Procedure C-1, Sub-paragraph 1-5(g) would be modified to change the current requirement that **all previous employers** of the candidate be contacted to require that **all previous employers during the past 10 years** be contacted. This change will make the requirement consistent with what is recommended in the *POST Peace Officer Background Investigation Manual* and what the candidate is required to document in the *POST Personal History Statement*.

Commission Procedure C-1, 1-5(l)

Procedure C-1, Sub-paragraph 1-5(l) which requires the background investigator to collect medical information, would be deleted. Pursuant to the Americans with Disabilities Act of 1991 (ADA), such medical information may not be collected prior to a conditional job offer, which in turn, must be predicated, to the extent possible and practical, on completion of the background investigation. Further, the background investigator is not qualified to determine whether the "candidate's current or past health would be a disqualifier for the position sought" as is currently stated in the Procedure.

Commission Procedure C-1, 1-6

Procedure C-1, Sub-paragraph 1-6 would be modified to acknowledge the legal prohibitions on collecting medical information prior to a conditional job offer, while at the same time acknowledging that once a conditional job offer has been made, and subject to the confidentiality provisions of the ADA, medical information may (and, when appropriate, should) be exchanged between the investigator and the examining physician or examining psychologist to ensure that the evaluation of a candidate's medical and psychological suitability for the job is based on full

and complete information.

Commission Procedure C-2

In general, the provisions of Commission Procedure C-2 would be reformatted to achieve parallel construction with regard to the two examinations addressed in the Procedure (i.e., medical and psychological). Also, throughout the Procedure, the term "physical" would be replaced by the more appropriate term "medical" when referring to medical examination requirements.

Proposed changes specific to individual sub-paragraphs in C-2 follow.

Commission Procedure C-2, 2-1

Proposed changes to C-2, Sub-paragraph 2-1 would make references to Government Code Section 1031(f), which establishes the requirement for medical and psychological suitability examinations, and to Commission Regulation 1007(a)(7), which would acknowledge that the Procedure also applies to reserve officers in the POST program. Language is also proposed that would clarify that the intent of the Procedure is to select personnel who are free of any medical, mental or emotional condition that **would be expected** to adversely affect their performance of peace officer duties, rather than "might" or "would probably" affect their performance. The current wording (i.e., "might," or "would probably") implies a level of risk that is inconsistent with contemporary legal requirements for medical disqualifications, which require a showing of a "significant risk of substantial harm" before an individual can be considered a "direct threat" to health and safety. The proposed rewording (i.e., "would be expected") is intended to bring the implied risk management level more in line with contemporary legal requirements, while still maintaining consistency with the risk criteria implied in Government Code Section 1031(f).

Commission Procedure C-2, 2-2

Procedure C-2, Sub-paragraph 2-2 would be modified to acknowledge that medical information may not be collected prior to a conditional job offer (per the Americans with Disabilities Act). The title would be modified to be more accurately describe the Procedure.

Commission Procedure C-2, 2-3

A new procedure, Procedure C-2, Sub-paragraph 2-3, would be added to require the hiring authority to verify in writing that employed persons have been examined and found to be medically and psychologically suitable in accordance with the provisions of the Procedure. This requirement is necessary for purposes of ensuring compliance with the Procedure, since the confidentiality provisions of the Americans with Disabilities Act prohibit POST personnel from having access to the actual medical and psychological files of the employees.

Commission Procedure C-2, 2-4

The Government Code section specifying who shall conduct the medical examination would be

cited in this Procedure. Reference to the *POST Medical Screening Manual* would be relocated to this Procedure from Sub-paragraph 2-1.

Commission Procedure C-2, 2-5

Procedure C-2, Sub-paragraph 2-5 would replace general language from what was originally Sub-paragraph 2-3, and which referred to the types of medical history information that must be collected in advance of the medical examination, with language which specifies that the medical history must be obtained using the *POST Medical History Statement*, or an equivalent form. Use of the POST form or an equivalent will ensure that a comprehensive medical history is obtained.

Commission Procedure C-2, 2-6

Procedure C-2, Sub-paragraph 2-6 would expand and further delineate the vision and hearing screening requirements that were formerly addressed in the original Sub-paragraph 2-4. The current requirements specify that candidates must be screened for "hearing, color vision and visual acuity." The expanded screening criteria [i.e., far acuity (corrected and uncorrected), color vision, visual field, and hearing sensitivity] will better ensure that candidates are free from any vision or hearing limitations that could adversely affect their job performance, in keeping with POST hearing and vision screening guidelines.

Commission Procedure C-2, 2-7

Procedure C-2, Sub-paragraph 2-7 would replace general language from the original Sub-paragraph 2-5, which refers to the need for the examining physician to report the examination findings in writing, with language which specifies that the examination findings must be reported by completing the *POST Medical Examination Report*, or an equivalent form. Use of the POST form or an equivalent will ensure that the conduct and reporting of the medical examination is in compliance with the Americans with Disabilities Act requirements by linking the medical evaluations to specific, job-related criteria and requiring the examining physician to consider the need for reasonable accommodation, if necessary.

Commission Procedure C-2, 2-8

Proposed language would be added which describes who may conduct the psychological examination pursuant to Government Code Section 1031(f). Also added would be language deleted from Sub-paragraph 2-1, which refers to the discretionary use of the POST Psychological Screening Manual.

Commission Procedure C-2, 2-9

It is proposed that original Sub-paragraph 2-7 be deleted, and incorporated into Sub-paragraph 2-9. Additionally, it is proposed that original Sub-paragraph 2-8 be deleted and replaced by Sub-paragraph 2-9(b), which would expand the current psychological screening requirements to require a clinical interview for all candidates. At present only candidates for whom the

psychological tests results are inconclusive or suggest disqualification must be interviewed. When the current requirements were enacted in 1985, the Commission opted not to require that all candidates be interviewed due to concerns that such an action would place an undue burden on some agencies--both from the standpoint of cost and the limited availability of psychologists in certain remote areas of the state. The Commission has always **recommended** that a clinical interview be conducted for all candidates, and the concerns that existed in 1985 have largely dissipated, as evidenced by the fact that it is now common practice for agencies in the POST program to require a clinical interview for all candidates. Further, expansion of the requirement as proposed is consistent with the recommendations of both the International Association of Chiefs of Police and the Division 18 of the American Psychological Association (Psychologists in Police Service).

Commission Procedure C-2, 2-10

This new procedure would be added to require that the results of the psychological examination be reported in writing to the appointing authority. The new requirement parallels an existing requirement that the results of the medical examination be reported in writing, and is necessary to document that the hiring authority received the required information for making the final hiring decision.

Commission Procedure C-2, 2-11

Procedure C-2, Sub-paragraph 2-11 would replace the original Sub-paragraph 2-9, and minor modifications would be made for consistency.

COMMISSION AGENDA ITEM REPORT

Agenda Item Title Appeal -- Peace Officer Feasibility Study City of Los Angeles Public Library		Meeting Date January 23, 1997
Bureau Management Counseling Services	Reviewed By <i>Debi</i> Michael C. DiMiceli, Chief	Researched By Paul M. Harman, Senior Consultant
Executive Director Approval <i>Harman C. Boehm</i>	Date of Approval 12-24-96	Date of Report December 18, 1996
Purpose: <input checked="" type="checkbox"/> Decision Requested <input type="checkbox"/> Information Only <input type="checkbox"/> Status Report		Financial Impact: <input type="checkbox"/> Yes (See Analysis for details) No

In the space provided below, briefly describe the ISSUE, BACKGROUND, ANALYSIS, and RECOMMENDATION. Use additional sheets if required.

ISSUE

Should the Commission grant the appeal of the City of Los Angeles Public Library and recommend Library security officers seek designation in Penal Code 830.11?

BACKGROUND

Senate Bill 353 (Presley) became effective May 3, 1990, adding Sections 13540-42 to the Penal Code. These sections assign to the Commission on POST the responsibility to conduct a study and provide a recommendation concerning whether certain persons who are not peace officers, and who request a study, should be designated as peace officers.

To implement the provisions of Sections 13540-42, Penal Code, the Commission adopted Regulation 1019. Regulation 1019(g) permits the employing jurisdiction or person who requested the study to appeal the study recommendation to the POST Commission.

On March 8, 1994, Assistant Business Manager Kristina Morita, City of Los Angeles Public Library (LAPL), requested the Commission on POST conduct a feasibility study of the non-peace officer security officers in the Security Services Division, for the purpose of adding them into the appropriate Section under 830 of the Penal Code.

After reviewing the work of the non-peace officer security officers of the Security Services Division, POST staff concluded: 1) the security officers satisfactorily perform the duties and responsibilities specified for the position; and 2) full peace officer powers and authority are not required to perform security officer responsibilities.

Accordingly, staff recommended the security officer positions at LAPL not be designated as peace officers. The study did not include any alternative recommendations for the LAPL security officer positions.

The completed study and recommendation was summarized for the Commission at the November 7, 1996 meeting. The completed study report will be submitted when the appeal is resolved.

On November 8, 1996, Business Manager Kris Morita, pursuant to Commission Procedure 1019(g), requested an appeal from the recommendation of the study. The request from Ms. Morita, is Attachment A.

APPEAL - LOS ANGELES PUBLIC LIBRARY

As a result of the request for an appeal, new interviews were conducted with Chief Love, several supervisors and the training manager. All persons indicated a desire for limited peace officer powers rather than a direct appeal of the recommendation they not be designated as peace officers.

The analysis is organized into the subject areas raised by the Los Angeles Public Library:

- Lack of peace officer powers;
- The increase in crime;
- Security officer safety; and
- Training.

ANALYSIS

Lack of Peace Officer Powers

The Los Angeles Public Library seeks limited peace officer authority for the security officers. The Library believes limited peace officer powers will protect the security officers from allegations of false arrest, allow them to search arrestees, and provide a measure of safety by permitting access to criminal history and DMV information. The officers believe they are hampered in their present status and as a result:

- the security officers must make citizen's arrests for violations of the law;
- they lack authority to serve arrest or search warrants;
- they are unable to obtain CORI information;
- they are unable to obtain DMV information;
- they are unable to testify to hearsay information; and
- they may not transport arrested persons to LAPD which impairs their ability to maintain a safe environment at city libraries.

The Los Angeles Public Library, Security Services Division (LAPLSSD) consists of 40 positions that include a principal library security officer (Chief of Security), one lieutenant, two supervising library security officers (sergeants), 35 security officer positions and one staff support person.

The LAPLSSD deployment consists of one supervisor and 24 officers assigned to shifts that operate 24 hours per day, seven days per week at the Central Library. At the Central Library,

officers are rotated to work three fixed positions (i.e., entrances and exits, the grounds and floors of the complex, and the dispatch center). The dispatch center officers maintain the security base station which has a 93 video camera surveillance system and 22 monitors. The officers monitor the Fire Life Safety System, Methane Gas Detection System, Telesite/Veritech Alarm System for the branch libraries and dispatch officers to alarm sites as needed. Two officers per region are assigned to security in the three geographic regions, each containing 22 branch libraries. Three roving security officers in vehicles (one in each region) respond to calls at branch libraries and to check the unstaffed libraries in the region. Night security officers are dispatched from the Central Library to respond to alarms at outlying branches.

A significant amount of the security activity is event-related, such as responding to alarms, juveniles disturbance, or drug and gang activity calls.

At the present time, all arrests made by LAPLSSD officers are turned over to the Los Angeles Police Department (LAPD). All criminal complaints are investigated and filed by LAPD detectives.

The City of Los Angeles, Department of General Services, also employs security officers. The Department of General Services security officers are designated as peace officers in Section 830.31, Penal Code. Los Angeles Public Library security officers do not currently come under the control of the General Services; however, they could be placed in the Department of General Services and designated as peace officers under this section. Staff does not believe that the duties and responsibilities of the Los Angeles Public Library warrant peace officer status.

Consolidation of the Library Security Services Division into the City Department of General Services would place additional persons in a peace officer class who do not require the full authority the section provides.

Increase in Crime

Chief Love provided statistical information that indicated a 46% increase in crimes occurring on library property within the last four fiscal years. He indicated that in 1992-93 fiscal year the security officers responded to 39.5% of all crime calls without the assistance of the LAPD. During the same period, the LAPD responded to 28% of the crime calls without Library participation. Jointly, the two agencies worked together on 32.5% of the crime calls for assistance.

The 1994-95 fiscal year showed a significant change with Library security officers responding to approximately 65% of the crime calls occurring on library property without the assistance of LAPD. Conversely in that same period, the LAPD responded to 5.8% of the crime calls without the Library security participation. The Library Security Division jointly handled 29% of the crime calls with the LAPD during 1994-95.

Officer Safety

Chief Love related his concern regarding the increase of violent crimes and felonies as a significant threat to the security officers.

Interviews related that verbal threats are fairly common and, the officers believe, reflective of this work assignment. Two incidents are documented of physical violence perpetrated upon a security officer. In one incident, in 1987, a suspect fell on the officer during the altercation and broke the officer's back. In a second incident, which occurred in 1995, the same security officer was struck from behind and knocked unconscious while arresting a burglary suspect.

Several incidents are documented of verbal threats, one incident involving a pushing or shoving of a security officer and several reports of scratches or bruises. Several undocumented incidents of violence against security officers were reported on the interview questionnaires. Additional training in threat assessment and dealing with confrontational situations appears appropriate for the security officers.

Training

A training manager position exists in the current organization of the LAPLSSD. The feasibility study reviewed the recording, tracking and scheduling of training of the security officers.

The Library Security Services Division requires officers to complete the following POST certified training courses after being hired:

- 832 PC;
- Baton/Self Defense;
- Blood Borne Pathogens;
- Building Searches;
- Crowd Control;
- First Aid Training and CPR;
- Gun Take-away and Control Holds; and
- Report Writing.

Rio Hondo Community College is the primary training provider for the LAPLSSD.

PENAL CODE SECTION 830.11

This section of the Penal Code provides for the exercise of peace officer powers within the scope of employment.

Penal Code Section 830.11 refers to:

"Persons not peace officers; powers of arrest and service of warrants; enumeration

- (a) The following persons are not peace officers but may exercise the powers of arrest of a peace officer as specified in Section 836 and the power to serve

warrants as specified in Sections 1523 and 1530 during the course and within the scope of their employment, if they receive a course in the exercise of those powers pursuant to Section 832. The authority and powers of the person designated under this section shall extend to any place in the state:

- (b) Notwithstanding any other provision of law, persons designated pursuant to this section shall not carry firearms.
- (c) Persons designated pursuant to this section shall be included as "peace officers of the state" under paragraph (2) of subdivision (c) of section 11105 for the purpose of receiving state summary criminal history information and shall be furnished that information on the same basis as peace officers of the state designated in paragraph (2) of subdivision (c) of section 11105."

Los Angeles Library Security Services Division officers are tasked with maintaining the security and safety of patrons using the library system at the direction of the City Librarian pursuant to Los Angeles Municipal Code Section 1:383. The City of Los Angeles enacted regulations within the Los Angeles Municipal Code, delineated under Section 63.93, which further define inappropriate behavior in the Los Angeles City Library System. Los Angeles Public Library security officers enforce the Los Angeles Municipal Code Section 63.93 and also California Penal Code Section 490.5 (Petty theft of property from merchant or library).

Section 830.11, Penal Code, would provide Library security officers with the necessary peace officer authority within the scope of their employment to make arrests. The section would also provide access to automated systems for information on persons who loiter, disrupt or violate the city ordinances which the security officers are empowered to enforce.

RESPONSE TO THE APPEAL - CONCLUSIONS AND RECOMMENDATION

Response

POST staff have reviewed the original study and the new information submitted by LAPL. Two issues appear central to the appeal:

1. The rise in crime.
2. The Library position is that limited peace officer authority is required to provide additional safety to the security officers; to protect Library security officers from liability; to deal with false information and refusal to provide information; and to obtain limited criminal offender records information.

Peace officer powers, within the scope of employment and information access may be obtained by adding the LAPLSSD officers to Penal Code Section 830.11. Designation as a peace officer in the Penal Code is not necessary.

Conclusions

After reviewing the information from the study and the LAPL appeal, POST staff concludes:

1. The Los Angeles Public Library security officers provide a necessary and valuable service to maintaining a safe environment at the Central Headquarters and the 67 branch libraries in the system.
2. The feasibility study of the Los Angeles Public Library found that the majority of crimes are handled by the Los Angeles Police Department. This is acknowledged by the LAPL Security Chief.
3. Los Angeles Public Library security officers do not regularly nor frequently require peace officer powers and authority.
4. The LAPL appeal does not demonstrate errors, omissions, or new data that significantly contradicts the original data or the conclusions of the study.
5. One alternative to designation as a peace officer will provide sufficient authority to enhance the limited law enforcement responsibilities of the security officers. That alternative is the authority, within the scope of employment, provided by Section 830.11, Penal Code.

Recommendation

Staff recommend the appeal be resolved by adding to the feasibility study report the recommendation that "the City of Los Angeles seek legislation to include the Library security officer positions in Penal Code Section 830.11."

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SUSAN GOLDBERG KENT
CITY LIBRARIAN

VIA FACSIMILE

November 8, 1996

Paul M. Harman
Senior Consultant
Commission on Peace Officer Standards and Training
1601 Alhambra Blvd.
Sacramento, CA 95816-7083

Dear Paul,

The Los Angeles Public Library (LAPL) is appealing the decision of the Commission on Peace Officer Standards to deny peace officer status to the LAPL Security force. Please conduct a second study to determine if the LAPL security force can obtain limited peace officer status.

If you have any questions please call me at (213) 228-7461.

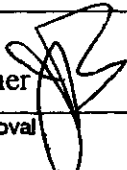

Sincerely,

Kris Morita
Business Manager



COMMISSION ON PEACE OFFICER STANDARDS AND TRAINING

COMMISSION AGENDA ITEM REPORT

Agenda Item Title Public Safety Dispatcher Certificate Program		Meeting Date January 23, 1997
Bureau Standards and Evaluation Services	Reviewed By John Berner 	Researched By John Weiner
Executive Director Approval 	Date of Approval 12-24-96	Date of Report December 16, 1996
Purpose <input type="checkbox"/> Decision Requested <input type="checkbox"/> Information Only <input type="checkbox"/> Status Report		Financial Impact: <input type="checkbox"/> Yes (See Analysis for details) <input type="checkbox"/> No

In the space provided below, briefly describe the ISSUE, BACKGROUND, ANALYSIS, and RECOMMENDATION. Use additional sheets if required.

ISSUE

Should the Commission schedule a public hearing for the April 24, 1997 meeting to consider modification of Commission Procedure F-5 to remove the provision which allows full-time dispatchers employed before July 1, 1990 to obtain a POST Public Safety Dispatcher Certificate by passing the POST Basic Dispatcher Training Equivalency Examination in lieu of completing the Public Safety Dispatchers' Basic Course?

BACKGROUND

The Public Safety Dispatcher Certificate Program was established in Commission Regulation 1018(f) in 1990. Commission Procedure F-5-2 delineates the requirements for obtaining a Public Safety Dispatcher Certificate, as follows:

- (a) Currently be a full-time, non-peace officer employee who performs duties which include receiving emergency telephone calls for law enforcement service and/or dispatching law enforcement personnel; and
- (b) Have been selected in accordance with minimum selection standards described in PAM, Section 1018(c); and
- (c) Have satisfactorily met the minimum training standards described in PAM, Section 1018(d); and
- (d) Have satisfactorily completed a probationary period with the agency of at least 12 months as described in PAM, Section 1018(e); and
- (e) Have been designated as a dispatcher by the employing agency and whose status has been reported to POST in accordance with Regulation 1003, Notice of Appointment/Termination.

Commission Procedure F-5-3 provides an alternative means to obtain a POST certificate for full-time dispatchers who were employed prior to July 1, 1990 (i.e., before the certificate program was established). Specifically, such individuals may pass the POST Public Safety Dispatcher Training Equivalency Examination in lieu of completing the Public Safety Dispatchers' Basic Course.

Regardless of the means by which one qualifies for the certificate, the certificate program is voluntary, meaning that dispatchers from agencies in the POST Public Safety Dispatcher Program are not required to obtain the certificate for purposes of initial or continued employment. Thus, the POST Basic Dispatcher Training Equivalency Examination exists solely for the purpose of permitting certain dispatchers (i.e., those employed prior to July 1, 1990) to qualify for the voluntary certificate.

ANALYSIS

Since 1990, approximately 2,000 dispatchers have taken the POST Dispatcher Basic Training Equivalency Examination. Use of the examination has steadily decreased and over the past 12 months only 51 dispatchers have taken the test.¹ Testing volume is expected to decrease further as fewer individuals remain who are eligible to take the examination.

There is no anticipated surge in test demand that would arise due to a large agency's late entry into the program. The 340 agencies participating in the POST dispatcher program account for the vast majority of dispatchers eligible to take the examination, including all large police and sheriff's departments.

Presently, the testing program is coordinated by POST staff and administered by a subcontractor, Cooperative Personnel Services. The contract for fiscal year 1996/97 is \$2,200, allowing for up to seven (7) test administrations.

If the testing program were to continue, the test must be updated to comport with the revised 120-hour Dispatcher Basic Course curriculum. The staffing and direct costs to develop a new test form are estimated to be approximately \$30,000.

Given the limited utility and diminishing need for the present examination program, coupled with the substantial costs to develop a new exam, it is recommended that the examination program be discontinued effective January 1, 1998. After this date, all persons who seek to obtain the Public Safety Dispatcher Certificate would be required to complete the Public Safety Dispatchers' Basic Course. By delaying the effective date until January 1, 1998, persons currently eligible to pass the examination as a condition of receipt of the certificate would have approximately one more year to exercise this option.

Proposed changes to Commission Procedure F-5 that would eliminate the testing option for obtaining the POST Public Safety Dispatcher Certificate are shown in Attachment A.

RECOMMENDATION

Schedule a public hearing for the April 24, 1997 meeting to consider changes to Commission Procedure F-5 effective January 1, 1998, which would eliminate the provision for dispatchers employed prior to July 1, 1990 to qualify for the Public Safety Dispatcher Certificate by passing the POST Basic Dispatcher Training Equivalency Examination.

¹Persons who fail the test are allowed one retest. During the same 12 month period there were a total of 11 retests.

COMMISSION PROCEDURE F-5

PUBLIC SAFETY DISPATCHER CERTIFICATE PROGRAM

Purpose

5-1. The Public Safety Dispatcher Certificate Program: This Commission procedure describes the dispatcher certificate program established in Section 1018(f) of the Regulations and sets forth certificate eligibility requirements.

General Provisions

5-2. Eligibility of Dispatchers Employed After Agency Entry Into Public Safety Dispatcher Program or Specialized Public Safety Dispatcher Program: To be eligible for the award of a Public Safety Dispatcher Certificate, an applicant must:

- (a) Currently be a full-time, non-peace officer employee who performs duties which include receiving emergency telephone calls for law enforcement service and/or dispatching law enforcement personnel; and
- (b) Have been selected in accordance with minimum selection standards described in PAM, Section 1018(c); and
- (c) Have satisfactorily met the minimum training standards described in PAM, Section 1018(d); and
- (d) Have satisfactorily completed a probationary period with the agency of at least 12 months as described in PAM, Section 1018(e); and
- (e) Have been designated as a dispatcher by the employing agency and whose status has been reported to POST in accordance with Regulation 1003, Notice of Appointment/Termination.

5-3. Eligibility of Dispatchers Employed Prior to Agency Entry Into the Public Safety Dispatcher Program or Specialized Public Safety Dispatcher Program and employed prior to July 1, 1990: To be eligible for the award of a dispatcher certificate, an applicant must:

- (a) Have completed a minimum of one year satisfactory service with the agency as a full-time public safety dispatcher; and
- (b) Have been trained according to minimum training standards described in PAM Section 1018(d); or have passed the POST Basic Dispatcher Training Equivalency Examination by obtaining a score which is equal to or greater than the cut score established by POST; and
- (c) Have been designated as a dispatcher by the employing agency and whose status has been reported to POST in accordance with Regulation 1003, Notice of Appointment/Termination.

5-4. Application Requirements:

- (a) All applications for award of the certificate shall be completed on the prescribed Commission form entitled "Application for Award of POST Public Safety Dispatcher Certificate", POST 2-289 (Rev. 3/91).

(b) The certificate application form is not complete unless the following attestation which appears on the application is signed by the department head:

(1) "I recommend that the certificate be awarded. I attest that the applicant is a full-time public safety dispatcher and has either:

- a. completed a probationary period of at least 12 months as provided in Commission Regulation 1018(e), was selected in accordance with the minimum standards in Section 1018(c), and meets the basic dispatcher training requirement set forth in Section 1018(d), or
- b. that the applicant was employed as a public safety dispatcher at the time the agency entered into the POST Public Safety Dispatcher Program ~~and prior to July 1, 1990~~, completed a minimum of one year satisfactory service as a full-time public safety dispatcher, and was trained according to minimum standards described in Commission Regulation 1018(d) ~~, or passed the POST basic dispatcher training Equivalency Examination.~~

The applicant in my opinion is worthy of the award. My opinion is based upon personal knowledge or inquiry. The personnel records of this jurisdiction/agency substantiate my recommendation."

5-5. Certificate Denial or Cancellation: The Commission shall deny or cancel a Public Safety Dispatcher Certificate if the application that was submitted, or the certificate that was issued, is based on misrepresentation, fraud, or administrative error on the part of the Commission and/or the employing agency.

Historical Note:

Procedure F-5 was adopted and incorporated by reference into Commission Regulation 1018 effective May 6, 1991, and amended effective *

COMMISSION ON PEACE OFFICER STANDARDS AND TRAINING

1018. Public Safety Dispatcher Programs.

(a) - (f) continued ****

PAM section D-1-6 adopted effective December 29, 1988 and amended December 19, 1994 is herein incorporated by reference.

PAM section F-5 effective June 5, 1991 and amended effective * is herein incorporated by reference.

The document, *Training Specifications for the Public Safety Dispatchers' Basic Course* adopted effective December 19, 1994 is herein incorporated by reference.

Note: Authority cited: Sections 13503, 13506 and 13510, Penal Code. Reference: Section 13510, Penal Code.

COMMISSION AGENDA ITEM REPORT

Agenda Item Title Proposed Changes to the Basic Course Training Specifications		Meeting Date January 23, 1997
Bureau Basic Training Bureau	Reviewed By Ken Whitman <i>[Signature]</i>	Researched By Jody Buna/Shirley Paulson
Executive Director Approval <i>[Signature]</i>	Date of Approval 12-26-96	Date of Report
Purpose: <input type="checkbox"/> Decision Requested <input type="checkbox"/> Information Only <input type="checkbox"/> Status Report		Financial Impact: <input type="checkbox"/> Yes (See Analysis for details) <input type="checkbox"/> No

In the space provided below, briefly describe the ISSUE, BACKGROUND, ANALYSIS, and RECOMMENDATION. Use additional sheets if required.

ISSUE

Should the Commission approve, subject to a public review process, changes to the basic course training specifications as enumerated in this report?

BACKGROUND

As part of an ongoing review of Regular Basic Course content, POST staff and curriculum consultants (academy instructors and other subject matter experts) thoroughly review learning domain content to determine if revisions are necessary. This process occurs in regularly scheduled workshops during which curriculum and supporting material for specific domains are updated to reflect emerging training needs, compliance with legislatively mandated subject matter, changes in the law, or to improve student learning and evaluation.

Proposed changes to the training specifications for Learning Domains #21 Patrol Techniques, #22 Vehicle Puloovers, #23 Crimes in Progress, #26 Unusual Occurrences, #27 Missing Persons and #41 Hazardous Materials are the result of these regularly scheduled reviews and impact one or more of the following elements of the domains:

- Instructional goals
- Required topics
- Required tests
- Required learning activities

ANALYSIS

Following are summaries of major changes recommended to these domains. Learning domain training specifications containing complete proposed changes are shown in Attachment A.

- **Learning Domain #21 (Patrol Techniques)**

Changes to Instructional Goals

The proposed modifications add language to existing instructional goals that require the student to understand the responsibility of law enforcement to protect public safety and use patrol strategies to accomplish this goal. If approved, the student must attain mastery in the use of patrol techniques to protect public safety and possess the skill needed to select a patrol strategy.

Changes to Required Tests

An exercise test that requires the student to make a simulated crime broadcast based on a hypothetical set of observations while demonstrating proper radio techniques is proposed for deletion. A learning activity is proposed to replace this exercise test to ensure that the student has adequate time to learn and practice proper radio techniques with testing to occur as a part of other patrol scenario tests where it is more effectively tested..

Enhancements are proposed to an existing scenario test that requires the student to use a patrol vehicle to safely approach pedestrian suspect(s). It is proposed that the student be required to demonstrate safe and effective tactics for approaching pedestrian suspects while utilizing a patrol vehicle including demonstrating proper radio procedures; approaching the suspect safely; keeping the suspect in view; stopping at a safe and effective distance; using clear and direct verbal commands and taking a proper position and stance while talking to the suspect. The added detail increases the difficulty of the test.

Changes to Learning Activities

It is proposed that the two learning activities currently required in the specification be expanded and enhanced to provide more detail and specificity. It is recommended that one learning activity reinforce the student's ability to observe an event and after a short delay, describe, either verbally or in writing, the nature of the event and any pertinent observations made.

The other learning activity reinforces the student's ability to initiate a radio broadcast using proper procedures and techniques of radio communications which include type of incident and

location, number of suspects with complete known description of loss, weapons, time, direction of flight, and vehicle description.

- **Learning Domain #22 (Vehicle Pullovers)**

Changes to Testing Requirements

It is proposed that an exercise test that requires the student to conduct a search of a motor vehicle be deleted. The legal aspects of vehicle searches is currently tested in Domain #16, Search and Seizure. The mechanics of vehicle searches varies from incident to incident and there are countless methods to conduct these searches. The subject matter remains as required instruction in this domain and is also addressed in Domain #30, Preliminary Investigation.

It is recommended that the exercise test that requires the student to determine the acceptability of various types of identification be merged into the vehicle pullover scenario test and be deleted as a standalone testing requirement.

It is proposed that the scenario test that requires the student to make a simulated traffic enforcement stop during daylight hours be deleted. The skills, techniques and knowledge needed to handle this patrol incident is tested in the nighttime pullover which is a more difficult test due to the variables added by the darkness and the use of artificial light.

It is recommended that the existing scenario test that requires the student to make a simulated traffic enforcement vehicle pullover during the hours of darkness be expanded and enhanced by requiring the performance of specific actions including: signaling the violator; continuously observing the movements of the driver and any passengers; maintaining a safe distance; offsetting the patrol vehicle; continuously observing for pedestrian and vehicular traffic; keeping the gun hand free during the detention; establishing initial violator contact in a safe and tactically sound manner; determining the validity, authenticity and legal acceptability of identification; and safely concluding the stop.

It is proposed that an existing scenario test that requires the student to make a simulated high-risk vehicle pullover be expanded and enhanced by requiring the student to perform specific actions including: recognizing the need for backup; demonstrating the use of proper position; distance and lighting; watching for movements inside the target vehicle; using cover/concealment; maintaining firearm at the ready; using clear, audible and direct commands; directing suspect(s)

out of the target vehicle and into a position of disadvantage; and visually searching the vehicle for additional suspects.

- **Learning Domain #23 (Crimes in Progress)**

Changes to Instructional Goals

The proposed modifications provide more explicit instructional goals which require the student to master techniques related to handling crimes in progress.

Changes to Testing Requirements

It is proposed that the existing scenario test that requires the student to demonstrate the skills necessary to effectively respond to and investigate a simulated prowler incident as the assigned contact officer be expanded and enhanced by requiring the student to perform specific actions including: making a quiet and tactically sound approach; effectively using cover and concealment during the approach on foot and communicating with the cover officer; searching for, locating and detaining the suspects; conducting a lawful search for weapons; interviewing the suspect(s) to establish sufficient probable cause for an arrest; and using proper arrest techniques without endangering self or cover officer.

It is proposed that the existing burglary scenario test be enhanced to require the student to demonstrate the skills necessary to effectively respond and investigate a simulated burglary-in-progress incident involving suspect(s) concealed in a building including using cover officer(s) and communicating a plan for the building entry/search; make a tactically sound building entry, using a systematic searching method; use safe tactics during the search and perform other actions associated with a safe building search.

It is proposed that the robbery scenario test be expanded and enhanced by requiring the student to demonstrate the skills necessary to effectively respond to and investigate a simulated robbery in progress. Detailed enhancement to this test is also proposed.

Since the components of a building search are proposed as additions to the burglary-in-progress scenario test, it is recommended that the current scenario test that requires the student to safely and effectively search a building/area for suspects be deleted.

Enhancements are proposed for the ambush scenario test that would require the student to demonstrate the ability to react appropriately to a simulated ambush including: maintaining cover

while attempting to exit the "kill zone"; assessing the situation; locating the suspect(s) and responding with an appropriate level of force; and communicating an action plan for the safe deployment of responding units.

If the proposed modifications are approved to the in-progress incidents, the exercise test that requires the student to function as a contact officer and cover officer becomes redundant and is recommended for deletion.

Changes to Learning Activities

Enhancements are proposed to an existing learning activity that would require instruction in specific incidents to reenforce the student's understanding of law enforcement response to a variety of high-risk situations.

Enhancements are proposed to the other learning activity to detail what the student, when given visual depictions of locations where a crime is allegedly in progress, must indicate, either verbally or in writing.

- **Learning Domain #26 (Unusual Occurrences)**

Changes to Learning Activities

The student is currently required to participate in a facilitated discussion relating to a proper law enforcement response to a variety of unusual occurrences to include aircraft crashes, earthquakes, floods, fires and explosive device incidents. Additional detail is proposed as a modification that would require the student to discuss how the first officer on the scene should respond to minimize injuries, loss of life and property damage. The depictions must minimally include the following types of actual or potential incidents: civilian aircraft crash; military aircraft crash; earthquake; flood; suspected explosive device or explosion and fires.

- **Learning Domain #27 (Missing Persons)**

Changes to Instructional Goals

The proposed modifications continue the trend of providing more explicit instructional goals to more clearly support the design of the instructor unit guides. Other modifications propose new goals to ensure that the student attains an understanding of the severity of the missing person problem in California; an understanding of missing person definitions and related Penal Code statutes; an awareness of the four broad categories of missing person cases; an understanding of

the duty to accept any report of a missing person; an understanding of the elements of an effective preliminary investigation and other components of a missing persons investigation.

Changes to Required Topics and Tests

Existing topics have been reorganized and expanded to ensure clarity. Topics now include the severity of the missing person problem in California; reasons for a thorough preliminary investigation; the obligations associated with law enforcement's initial response; reasons why officers should exhibit sensitivity when handling missing person cases; categories of missing persons; and missing person definitions. A proposal to delete the Knowledge Test is explained in a separate agenda report.

- **Learning Domain #41 (Hazardous Materials)**

Changes to Instructional Goals

The proposed modifications provide clarity to existing instructional goals.

Changes to Learning Activities

Modifications are proposed to an existing learning activity to ensure that the student participates in an activity designed to reinforce an understanding of first responder actions at the scene of a hazardous materials incident. Modifications are proposed to a second existing learning activity to ensure the student participates in a learning activity designed to reinforce an understanding of specific indicators for determining the hazard potential of the suspected material.

The proposed revisions are recommended by staff and curriculum consultants to update and further refine the existing language of the training specifications. All proposed changes have been reviewed and endorsed by the Consortium of Academy Directors. Proposed changes to the training specifications are included as Attachment A and Regulation 1005 is included as Attachment B.

RECOMMENDATION

If the Commission concurs, it is proposed that Commission Regulation 1005 and the document, *Training Specifications for the Regular Basic Course*, be amended to include the recommended revisions. Proposed changes must be adopted pursuant to the Administrative Procedures Act and it is proposed that the Notice of Proposed Action Process be used. These changes would be effective April 1, 1997 if approved.

PROPOSED REVISIONS

TRAINING SPECIFICATIONS FOR THE REGULAR BASIC COURSE - 1995

REGULAR BASIC COURSE

SPECIFICATIONS FOR LEARNING DOMAIN #21 PATROL TECHNIQUES

~~December 1, 1994~~ April 1, 1997

I. INSTRUCTIONAL GOALS

The goals of instruction on **Patrol Techniques** are to provide students with:

- A. an understanding of how an officer prepares for a patrol shift;
- B. an understanding of the factors that affect an officer's observational skills;
- C. an understanding of how different patrol techniques can be used to protect public safety, prevent crime and apprehend offenders; and
- D. the skills required to perform common patrol tasks such as selecting a patrol strategy, stopping a pedestrian, making a crime broadcast and handling field encounters with plainclothes officers.

II. REQUIRED TOPICS

The following topics shall be covered:

- A. Patrol techniques for preventing crime to include:
 - 1. ~~b~~Business and residential patrol checks
 - 2. ~~e~~Checks of suspicious persons
 - 3. ~~v~~Varying patrol patterns
 - 4. ~~m~~Maintenance of visibility
- B. Patrol techniques for apprehending offenders
- C. Components of directed enforcement (e.g. attention to specific violations or circumstances and geographic considerations)

- D. Advantages and disadvantages of various patrol methods (e.g. foot patrol, vehicular, bicycle, aircraft, mounted, etc.)
- E. Patrol patterns to include:
 - 1. eCircular
 - 2. dDouble back
 - 3. rRandom
- F. Factors affecting perception to include:
 - 1. pPast experiences
 - 2. mMaturity
 - 3. mMental and physical condition
 - 4. eEmotional involvement
 - 5. eEnvironmental conditions
 - 6. eEducation/training
 - 7. eCultural/ethnic factors
 - 8. pPersonal prejudice and bias
- G. Observation skills
- H. Factors for selecting a patrol strategy to include:
 - 1. eOfficer and public safety hazards
 - 2. pPopulation distribution
 - 3. nNeed for directed enforcement
 - 4. eCrime activity
 - 5. gGeography/topography

6. ~~l~~Locations/situations that require frequent checks (e.g. likelihood of a breach of the peace, anticipation of a criminal act or a hazard to public safety)
- I. Elements of patrol preparation to include:
 1. ~~u~~Uniforms and supplies
 2. ~~e~~Equipment inspections
 3. ~~i~~Information acquisition
- J. Patrol tactics to include:
 1. ~~e~~Eliminating silhouetting
 2. ~~n~~Noise minimization
- K. Field encounters with plainclothes officers
- L. Elements of pedestrian stops to include:
 1. ~~t~~Tactical considerations
 2. ~~a~~Approach
 3. ~~e~~Officer positioning (single and multiple officers)
- M. Types of patrol to include:
 1. ~~p~~Preventative
 2. ~~a~~Apprehension
- N. Vehicle patrol techniques
- O. Effective use of law enforcement radio equipment

III. REQUIRED TESTS

The following tests shall be administered:

- A. ~~An exercise test that requires the student to make a simulated crime broadcast based on a hypothetical set of observations while demonstrating proper radio techniques~~
- BA. A scenario test that requires the student to use a patrol vehicle to safely approach pedestrian suspect(s). The student shall demonstrate safe and effective tactics for approaching pedestrian suspects while utilizing a patrol vehicle to include:
1. Notifying dispatch of the location of the contact with the suspect and demonstrating proper radio procedures
 2. Making the approach from the rear and on the same side of the street the suspect is on (making a U-turn if necessary)
 3. Consistently keeping the suspect in view during the approach
 4. Stopping at a safe and effective distance using the patrol vehicle or other available cover and concealment while directing the suspect to stop
 5. Using clear and direct verbal commands throughout the detention
 6. Taking a proper position and stance while talking to the suspect

IV. REQUIRED LEARNING ACTIVITIES

- A. Participation in a learning activity ~~where the student is required that~~ reenforces the student's ability to observe an event and after a short delay, describe, either verbally or in writing, the nature of the event and any pertinent observations made
1. The nature of the event (what appears to have occurred)
 2. Physical descriptions of persons involved, if applicable
 3. Statements made by the involved parties, if any
 4. Any differences in perception among the students who observed the incident

B. Participation in a learning activity that reenforces the student's ability to initiate a radio broadcast using proper procedures and techniques of radio communications which minimally include:

1. Type of incident and location
2. Number of suspects with complete known description
3. Description of loss, if any
4. Weapon(s) used
5. Time, direction of flight, and vehicle description

V. HOURLY REQUIREMENTS

Students shall be provided with a minimum of **12 hours** of instruction on patrol techniques.

VI. ORIGINATION DATE

July 1, 1993

VII. REVISION DATES

~~December 1, 1994~~

April 1, 1997

REGULAR BASIC COURSE

SPECIFICATIONS FOR LEARNING DOMAIN #22 VEHICLE PULLOVERS

~~July 15, 1995~~ April 1, 1997

I. INSTRUCTIONAL GOALS

The goals of instruction on **Vehicle Pullovers** are to provide students with:

- A. the knowledge and skills needed to conduct a safe, lawful, tactically sound vehicle pullover; and
- B. the knowledge and skills needed to conduct a safe and effective physical search of a vehicle.

II. REQUIRED TOPICS

The following topics shall be covered:

- A. Types of vehicle pullovers (e.g. traffic enforcement, high risk)
- B. Considerations for selecting a location for daytime/nighttime vehicle pullovers to include:
 - 1. ~~s~~Safety factors (e.g. out of flow of traffic)
 - 2. ~~v~~Visibility to passing traffic
 - 3. ~~p~~Possible escape routes
 - 4. ~~a~~Availability of cover and concealment
 - 5. ~~a~~Avoidance of potentially hostile environments
 - 6. ~~t~~Lighting/illumination
- C. Techniques for gaining a driver's attention to include use of:
 - 1. ~~t~~Lights (e.g. emergency lights, headlights, spotlights)

2. hHand gestures
 3. hHorn/audible devices
 4. sSiren
- D. Considerations for stopping and approaching unconventional vehicles
1. mMotorcycles
 2. eCampers, vans and motor homes
 3. bBuses
 4. sSemitrucks
- E. Considerations for safely and effectively searching a vehicle to include:
1. uUse of available cover officer(s)
 2. rRemoval of occupant(s)
 3. tTypes of objects sought and likely locations
 4. pPotential hazards (e.g. needles, edged weapons, etc.)
 5. aA systematic search process
- F. Application of tactical communication techniques to violator/suspect contacts
- G. Verifying the validity and authenticity of a driver license
- H. Maintaining appropriate distance from the target vehicle prior to initiating a vehicle pullover
- I. Awareness of stop location and need for appropriate notification (e.g. to communication center, other units, etc.)
- J. Stopping and approaching vehicles to include:
1. pPlacement of patrol vehicle

2. ~~s~~Safe exit from the patrol vehicle
 3. ~~a~~Appropriate type of approach (e.g. driver side approach, passenger side approach, nonapproach)
 4. ~~p~~Proper use of equipment (e.g. gun hand free)
 5. ~~v~~Visual check of the interior of the vehicle
 6. ~~e~~Officer position on driver contact
 7. ~~r~~Removal of occupants, if appropriate/desirable
- K. Tactical considerations for safely completing an enforcement document
- L. Tactical considerations for reapproaching and recontacting the suspect(s)/violation(s)
- M. Liability considerations associated with vehicle pullovers

III. REQUIRED TESTS

The following tests shall be administered:

- A. ~~An exercise test that requires the student to conduct a search of a motor vehicle~~
- B. ~~An exercise test that requires the student to determine the acceptability of various types of identification~~
- C. ~~A scenario test that requires the student to make a simulated traffic enforcement stop during daylight hours~~
- DA. A scenario test that requires the student to make a simulated traffic enforcement vehicle pullover during the hours of darkness and minimally: stop during the hours of darkness
1. Signal the violator from behind and does not pull alongside
 2. Continuously observe the movements of the driver and any passengers

3. Maintain a safe distance between the patrol vehicle and the target vehicle
4. Offset the patrol vehicle to the left or right of the target vehicle
5. Continuously observe for pedestrian and vehicular traffic
6. Keep gun-hand free during approaches to target vehicle and when in direct contact with the driver/passenger(s)
7. Establish initial violator contact in a safe and tactically sound manner
8. Safely obtain and determine the validity, authenticity and legal acceptability of identification
9. Safely return to the patrol vehicle
10. Maintain a safe position with a view of the target vehicle and traffic during the detention
11. Safely reapproach the target vehicle and recontact the driver/passenger(s)
12. Safely return to the patrol vehicle and, if appropriate, assist the driver to safely reenter traffic.

EB. A scenario test that requires the student to make a simulated high-risk vehicle pullover and minimally stop and safely remove the occupants from the vehicle

1. Notify communications and follow until assistance/backup is on the scene
2. Demonstrate the ability to stop the vehicle using proper position, distance and lighting
3. Watch for movements inside the target vehicle
4. Take a proper position of cover/concealment
5. Maintain firearm at the ready

6. Use clear, audible and direct commands
7. Direct suspect(s) out of the target vehicle and into a position of disadvantage
8. Visually search the vehicle for additional suspects

IV. REQUIRED LEARNING ACTIVITIES

None

V. HOURLY REQUIREMENTS

Students shall be provided with a minimum of **14 hours** of instruction on vehicle pullovers.

VI. ORIGINATION DATE

July 1, 1993

VII. REVISION DATES

June 1, 1994

December 1, 1994

July 15, 1995

April 1, 1997

REGULAR BASIC COURSE

SPECIFICATIONS FOR LEARNING DOMAIN #23 CRIMES IN PROGRESS

~~July 15, 1995~~ April 1, 1997

I. INSTRUCTIONAL GOALS

The goals of instruction on **Crimes in Progress** are to provide students with:

- A. the skills and ability needed to effectively search a building or an open area for a suspect;
- B. an understanding of the factors affecting an officer's response to a crime-in-progress call;
- C. the skills and ability needed to effectively respond and investigate ~~appropriately~~ to different types of crimes in progress;
- D. the skills needed to ~~tactically~~ effectively respond to different high-risk situations demonstrating sound tactics;
- E. the skills needed to perform the role of contact officer and cover officer;
- F. an understanding of the capabilities and limitations of body armor;
- G. an understanding of the basic concepts of officer safety; and
- H. an understanding of current patterns related to deaths and assaults on peace officers.

II. REQUIRED TOPICS

The following topics shall be covered:

- A. General considerations for searching a building for suspects to include:
 - 1. ~~p~~Perimeter control
 - 2. ~~d~~Determining point(s) of entry

3. eOwner contact
4. eCommunication (e.g. announcement to potential suspects, contact with other units)
5. uUse of lighting
6. uUse of canine/special unit
7. uUse of cover officer
8. tThorough and systematic search procedures

B. General considerations for searching an open area for suspects to include:

1. pPerimeter control
2. sSelecting a starting point
3. iInitiating owner contact, if applicable
4. eCommunication (e.g. announcement to potential suspects, contact with other units)
5. uUse of lighting
6. uUse of canines/special units
7. uUse of cover officers
8. tThorough and systematic search procedures

C. General factors affecting an officer's response to a crime-in-progress call to include:

1. eObserved v. dispatched
2. mMethods of response
3. aApproach
4. rRoute selection

5. dDistance from the call/time lag
 6. nNature of the crime
 7. gGeographic considerations
 8. iImpact of agency policy
- D. Factors affecting an officer's response to specific types of crime-in-progress calls to include:
1. pProwler calls
 2. bBurglary calls
 3. rRobbery calls
 4. sShots-fired calls
- E. Considerations for tactically responding to specific high-risk situations to include:
1. bBarricaded suspects
 2. hHostage situations
 3. sSniper assaults
 4. fFirebomb assaults
 5. eEcontacts with persons under the influence of alcohol/drugs
- F. Capabilities, limitations and proper use of body armor against firearms, knives and other penetrating weapons
- G. Roles and responsibilities of the contact officer and the cover officer to include:
1. dDesignating the contact officer and the cover officers
 2. mMaintaining communication
 3. aAssuming and maintaining proper position

4. ~~a~~Appropriately delegating responsibilities
5. ~~m~~Maintaining awareness of surroundings

H. Basic aspects of officer safety to include:

1. ~~e~~Current patterns related to deaths and assaults on peace officers
2. ~~t~~The concept of "will to survive"
3. ~~e~~Officer actions after receiving a nonfatal wound
4. ~~e~~Officer actions in officer-taken-hostage incidents
5. ~~e~~Officer actions in officer-ambush incidents when officer is on foot
6. ~~e~~Officer actions in officer-ambush incidents when officer is in a patrol car

III. REQUIRED TESTS

The following tests shall be administered:

- A. A scenario test that requires the student to ~~respond to a simulated prowler call~~ demonstrate the skills necessary to effectively respond and investigate a simulated prowler incident as the assigned contact officer to include:
1. Making a quiet and tactically sound approach with the patrol car
 2. Making a silent, undetected approach on foot
 3. Effectively using cover and concealment during the approach on foot and communicating with the cover officer
 4. Searching for, locating and detaining the suspect(s)
 5. Conducting a lawful search for weapons
 6. Interviewing the suspect(s) to establish sufficient probable cause for an arrest

7. Using proper arrest techniques without endangering self or cover officer
- B. A scenario test that requires the student to ~~respond to a simulated burglary-in-progress call~~ demonstrate the skills necessary to effectively respond and investigate a simulated burglary-in progress incident involving suspect(s) concealed in a building to include:
1. Coordinating with other responding units
 2. Making a quiet and tactically sound approach with the patrol car
 3. Making a silent and undetected approach on foot
 4. Effectively using cover and concealment during the foot approach and exterior area search
 5. Searching the exterior of the building and locating the point of entry
 6. Requesting resources
 7. Notifying assisting units/dispatch of current status and developments
 8. Securing the perimeter and ordering any possible occupants out of the building
 9. Using cover officer(s) and communicating a plan for the building entry/search
 10. Making a tactically sound building entry
 11. Using a systematic searching method
 12. Using safe tactics during the search
 13. Finding and arresting any suspect(s)
 14. Immediately removing any suspect(s) from the building
 15. Completing the building search after any suspect(s) have been removed

C. ~~A scenario test that requires the student to respond to a robbery-in-progress call~~ demonstrate the skills necessary to effectively respond and investigate a simulated robbery-in-progress incident to include:

1. Coordinating with other responding units
2. Making a quiet and tactically sound approach with the patrol car
3. Making a silent and undetected approach on foot
4. Using and maintaining cover and/or concealment
5. Notifying assisting units and dispatch of current developments
6. Maintaining cover and/or concealment while surveying the incident
7. Requesting and deploying additional resources to achieve full perimeter containment
8. If appropriate, telephoning the location to direct any occupants out
9. Ordering the exiting occupants to a position of disadvantage and handling them as suspects until identity is determined
10. Demonstrating safe arrest techniques without endangering self or cover officer
11. Securing the scene by completing a search of the premises

~~D. A scenario test that requires the student to safely and effectively search a building/area for suspects~~

~~ED. A scenario test that requires the student to respond appropriately to an ambush~~ demonstrate the ability to react appropriately to a simulated ambush to include:

1. Using and maintaining cover (attempting to exit the "kill zone" to the extent possible)
2. Assessing the situation
3. Locating the suspect(s) and responding with an appropriate level of force

4. Communicating an action plan for the safe deployment of responding units

~~F. An exercise test that requires the student to function as a contact officer~~

~~G. An exercise test that requires the student to function as a cover officer~~

IV. REQUIRED LEARNING ACTIVITIES

- A. ~~Participation in a discussion/critique of law enforcement response to a variety of high-risk situations~~The student shall participate in a learning activity that reenforces an understanding of law enforcement response to a variety of high-risk situations including:

1. Person with a gun
2. Shots-fired call
3. Officer down
4. Suspicious circumstances/unknown trouble
5. Firebomb assault
6. Suicidal person

- B. ~~Identification, either verbally or in writing, of an effective tactical response and appropriate placement of perimeter resources based upon a series of descriptions of locations when a crime is allegedly in progress~~The student shall be given a series of drawings, sketches, photographs or other visual depictions of locations where a crime is allegedly in progress. The student will indicate, either verbally or in writing:

1. A suggested approach to the location
2. An effective placement of perimeter units
3. An acceptable scene search pattern

V. HOURLY REQUIREMENTS

Students shall be provided with a minimum of **16 hours** of instruction on handling crimes-in-progress calls.

VI. ORIGINATION DATE

July 1, 1993

VII. REVISION DATES

December 1, 1994

July 15, 1995

April 1, 1997

REGULAR BASIC COURSE

SPECIFICATIONS FOR LEARNING DOMAIN #26 UNUSUAL OCCURRENCES

~~April 15, 1995~~ April 1, 1997

I. INSTRUCTIONAL GOAL

The goals of instruction on **Unusual Occurrences** are to provide students with:

- A. an understanding of peace officer responsibilities at the scene of a disaster or unusual occurrence;
- B. knowledge of how to effectively react to a bomb threat, suspected explosive device and an explosion scene;
- C. knowledge of how to effectively react to a fire emergency;
- D. knowledge of how to effectively react to a variety of unusual occurrences such as electrical wires down, road hazards, natural gas leaks, etc.;
- E. knowledge of how to effectively react to an aircraft crash incident; and
- F. a basic understanding of the Incident Command System (ICS).

II. REQUIRED TOPICS

The following topics shall be covered:

- A. Peace officer responsibilities at the scene of a disaster or unusual occurrence to include:
 - 1. ~~a~~Assumption of initial command
 - 2. ~~e~~Establishing a perimeter/protecting the incident location
 - 3. ~~i~~solating the hazard
 - 4. ~~m~~Maintaining ingress/egress control
 - 5. ~~i~~nitiation of appropriate notifications

- B. Peace officer responsibilities to be covered for the following scenes of specific unusual occurrences:
1. aAircraft crash (both civilian and military)
 2. eElectrical power emergencies
 3. hHazardous road conditions (e.g. washout, landslide, flash flood)
 4. dDamaged fire hydrant
 5. gGas leaks
 6. tTraffic device malfunctions
 7. eEarthquake
 8. fFlood
 9. aAnimal control problems
- C. Fire emergencies to include:
1. eClasses of fires
 2. mMethods of extinguishing fires
 3. sSafety considerations
- D. Explosives incidents to include:
1. rRecognition of explosives/explosive devices
 2. bBomb threats
 3. eConsiderations regarding explosives and improvised explosive devices
 4. eExplosion scenes
- E. Incident Command System
1. rResponsibilities of the initial responding officer

2. ~~b~~Basic components of the Incident Command System (ICS)

III. REQUIRED TESTS

The POST-constructed knowledge test for Domain #26

IV. REQUIRED LEARNING ACTIVITIES

~~Participation in a facilitated discussion relating to a proper law enforcement response to a variety of unusual occurrences to include aircraft crashes, earthquakes, floods, fires and explosive device incidents~~ Given a series of word pictures, videotapes, schematics or other depictions of different types of unusual occurrences, the student must participate in a facilitated discussion of how the first officer on the scene should respond to minimize injuries, loss of life and property damage. The depictions must minimally include the following types of actual or potential incidents:

1. Civilian aircraft crash
2. Military aircraft crash
3. Earthquake
4. Flood
5. Suspected explosive device or explosion
6. Fires

V. HOURLY REQUIREMENTS

Students shall be provided with a minimum of **4 hours** of instruction on unusual occurrences.

VI. ORIGINATION DATE

July 1, 1993

VII. REVISION DATES

April 15, 1995

April 1, 1997

REGULAR BASIC COURSE

SPECIFICATIONS FOR LEARNING DOMAIN #27 MISSING PERSONS

~~July 1, 1993~~ April 1, 1997

I. INSTRUCTIONAL GOALS

The goals of instruction on Missing Persons are to provide students with:

- A. ~~knowledge~~ an understanding of the statutory and regulatory obligations associated with law enforcement's initial response, investigative procedures, and follow-up actions related to a missing person case;
- B. ~~an understanding of the benefits to law enforcement associated with the proper and effective response to a missing person case;~~
- ~~EB.~~ an understanding of the need for sensitivity and effective communications skills when handling a missing person case;
- ~~BC.~~ knowledge an understanding of the methods for conducting searches for missing persons;
- E. ~~knowledge of how to conduct a missing person investigation; and~~
- ~~FD.~~ knowledge an understanding of the actions ~~required~~ to take when the missing person is found;
- ~~E.~~ an understanding of the severity of the missing person problem in California and the importance of a thorough preliminary investigation;
- ~~F.~~ an understanding of missing person definitions and related Penal Code statutes;
- ~~G.~~ an awareness of the four broad categories of missing person cases;
- ~~H.~~ an understanding of the duty to accept any report of a missing person;
- ~~I.~~ an understanding of the elements of an effective preliminary investigation;
- ~~J.~~ an understanding of the elements of a thorough interview of a missing person reporting party;

- K. an awareness of the information that should be in a "Be on the Lookout" (BOL) broadcast;
- L. an understanding of the reasons for making a thorough search of a reported missing child's home and yard or last known location at the outset of an investigation; and
- M. an understanding of the conditions which influence law enforcement's level of response to a report of a missing person.

II. REQUIRED TOPICS

- A. ~~Background and legislative intent underlying missing person law and regulations~~
- B. ~~Benefits of exhibiting sensitivity during the law enforcement handling of a missing person case~~
- C. ~~Benefits to law enforcement resulting from a proper and effective response~~
- D. ~~Determining if a missing person case exists, and if so, classifying the type of missing person event~~
- E. ~~Law enforcement acceptance of missing person reports, jurisdictional issues associated with missing person investigations, and notification of involved agencies~~
- F. ~~Required call priority and response preference associated with a missing person case~~
- G. ~~Required initial response actions~~
- H. ~~Factors and situations which influence the nature and extent of a law enforcement response to a missing person case~~
- I. ~~Methods for locating a missing person and information sources available to investigating personnel~~
- J. ~~Release requirements associated with dental records, medical records, and photo distribution~~

- K. Searching for a missing person
- L. Requirements for reporting, investigating and follow-up on a missing person cases
- M. Automated information systems related to missing person cases
- A. The severity of the missing person problem in California
- B. Reasons for a thorough preliminary investigation including:
 - 1. Law enforcement's responsibility to private persons
 - 2. Emotional crisis of family members
 - 3. A potential criminal investigation
- C. The obligations associated with law enforcement's initial response including:
 - 1. Duty to accept or assist the reporting party regardless of jurisdiction
 - 2. Priority of response
 - 3. Issuance of the Department of Justice release form for dental/medical records, and photograph
 - 4. Initiating an investigation
- D. Reasons why officers should exhibit sensitivity when handling missing person cases
 - 1. Private person's feelings of helplessness, trauma, fear and anger
 - 2. Good public relations
 - 3. Private person's unfamiliarity with law enforcement procedures
- E. Categories of missing persons including:
 - 1. Involuntary Missing
 - 2. Parental abduction

- 3. Runaway
- 4. Unknown missing

F. Missing person definitions and related Penal Code statutes

1. Definitions

- a. Child
- b. Dental or medical records or x-rays
- c. Dispatcher
- d. "Evidence that a person is at risk"
- e. Missing person
- f. Involuntary missing
- g. Parental abduction
- h. Runaway
- i. Unknown missing
- j. Suspicious circumstances

2. Legal statutes

- a. California Penal Code sections 270.5, 277, 278, 278.5, 279, 14205, 14206, 14207, 14209, 14210, 14213
- b. California Welfare and Institutions Code sections 207 and 601
- c. 42 United States Code (USC) section 779 subsection 3702
- d. Health and Safety Code 10254

G. The duty to accept any report of a missing person

H. The elements of an effective preliminary investigation including:

1. Verification that report is for a missing person case
 2. Classification of missing person case
 3. Identification of existence of suspicious circumstances
 4. Obtaining missing person description, recent photograph, and release waiver
 5. Efforts to locate missing person
 6. Notification of a supervisor or investigator
 7. Other agency notifications
 8. Completion of the report
- I. Components of a thorough interview of a missing person reporting party
1. Sensitivity to the situation
 2. Application of effective interview techniques
 3. Identification of all relevant information
 4. Recognition of conflict and inconsistency in interview
- J. Identification of the actions that can be taken to locate the subject
1. Search
 2. Notification of other agencies
 3. "Be on the Lookout" (BOL) broadcast
- K. The information that should be in a "Be on the Lookout" (BOL) broadcast
- L. Methods of searching for missing persons
- M. The reasons for making a thorough search of a reported missing child's home and yard or last known location at the outset of an investigation

N. Conditions that influence law enforcement's level of response to a report of a missing person

1. Age
2. Family and social environment
3. Missing person's knowledge of the area
4. Suspicious circumstances
5. Mental, emotional, medical or physical condition
6. Weather/time of day
7. Resources available to missing person
8. Length of time person has been missing
9. Parental custody status

O. Actions to take when missing person is found including:

1. Compliance with penal code notification requirements
2. Cancel any automated system entries and "Be on the Lookout Broadcast"
3. Notify the reporting party
4. Notify the agency who took the report if different than the locating agency.
5. Notify all agencies involved in the investigation

III. REQUIRED TESTS

~~The POST-constructed knowledge test for Domain #27~~
None

IV. REQUIRED LEARNING ACTIVITIES

None

V. HOURLY REQUIREMENTS

Students shall be provided with a minimum of **4 hours** of instruction on missing persons.

VI. ORIGINATION DATE

July 1, 1993

VII. REVISION DATES

None

April 1, 1997

REGULAR BASIC COURSE

SPECIFICATIONS FOR LEARNING DOMAIN #41 HAZARDOUS MATERIALS AWARENESS

~~April 15, 1995~~ April 1, 1997

I. INSTRUCTIONAL GOALS

The goals of instruction on **Hazardous Materials Awareness** are to provide students with:

- A. the ability to recognize ~~what hazardous materials are~~; the risks and negative outcomes of hazardous materials incidents present; and ~~describe the difference in roles between the Ffirst Rresponder at the Aawareness and the Ffirst Rresponder at the Ooperational level~~;
- B. the ability to recognize a hazardous materials incident through basic clues, warning signs, placards, labels, shipping papers and material safety data sheets; ~~understand the need for a positive safety attitude; and describe a safe approach to a hazardous materials incident~~;
- C. ~~the ability to describe a knowledge of Ffirst Rresponder Aawareness actions;~~ including understanding the need for safety, a positive safety attitude, defining a safe approach to a hazardous materials incident, isolation, and making the required notifications to mitigate a hazardous materials incident; and
- D. the ability to identify the purpose and need to ~~safely~~ initiate command; cite basic identification and assessment techniques; understand the use of the ~~Department of Transportation~~ North American Emergency Response Guidebook (current ~~DOT~~ NAERG) for basic action planning.

II. REQUIRED TOPICS

The following ~~Ffirst Rresponder Aawareness~~ level topics shall be covered and the instruction shall be delivered by an instructor certified by the California Specialized Training Institute in accordance with Title 19 of the California Code of Regulations, Chapter 1, Subchapter 2, Section 2530(a):

- A. Introduction of hazardous materials at the ~~Ffirst Rresponder Aawareness~~ level to include:

1. ~~e~~Overview of local hazardous materials problems
2. ~~d~~Differences and similarities between hazardous materials incidents and other emergencies
3. ~~the federal agencies where~~ Regulatory agencies which provide definitions can be found for hazardous materials, hazardous chemicals, hazardous substances and hazardous waste
4. United Nations hazard classifications system
5. ~~m~~Multiple hazards and adverse effects of hazardous materials
6. ~~e~~Common local hazardous materials spills, locations and response problems
7. ~~p~~Primary first-responder role which shall include a safe and competent response to a hazardous materials incident within awareness level, resources and capabilities
8. ~~d~~Definition of ~~F~~first ~~R~~responder ~~A~~awareness
9. ~~d~~Definition of ~~F~~first ~~R~~responder ~~O~~operational
10. ~~e~~Essential tactical operations for ~~F~~first ~~R~~responder ~~A~~awareness and ~~O~~operations
11. ~~e~~Overview of pertinent hazardous materials authorities and regulations

B. Hazardous materials recognition and safety to include:

1. ~~w~~Ways hazardous materials incidents are reported
2. ~~b~~Basic hazardous materials recognition clues
3. ~~h~~Hazardous materials outward warning signs
4. ~~l~~Locations where hazardous materials are manufactured, transported, stored, used and disposed
5. ~~t~~Typical hazardous materials container shapes and packaging

6. DOT placard and labeling system
7. ~~t~~Types, location and content of Material Safety Data Sheets (MSDS) and shipping papers
8. ~~s~~Safety upon recognition, including positive safety attitudes and safe approach tactics
9. ~~w~~Ways hazardous materials incidents can cause death or injury to ~~hazardous materials personnel~~
10. National Fire Protection Association (NFPA) 704 standard

C. Concepts of safety, isolation and notification to include:

1. ~~F~~irst ~~R~~esponder ~~A~~wareness and ~~O~~perational level basic response requirements/
2. ~~f~~First on scene safe initial actions
23. ~~s~~Safe approach distance guides
34. ~~h~~How to conduct a safe risk assessment
45. ~~e~~Essential field safety guides (do's and don'ts)
56. ~~i~~Isolation and entry denial tactics
67. ~~r~~Relationship of perimeters and zones to scene safety and isolation, including proper terms and differences
78. ~~i~~Identification of hazardous materials resources needed for an emergency response
89. ~~r~~Required notifications at hazardous materials incidents

D. Basic command, identification/hazard assessment and action plans to include:

1. ~~n~~Necessity for establishing command
2. ~~F~~irst ~~R~~esponder role in assuming command

3. ~~r~~Relationship between identification and hazard assessment
 4. ~~i~~Identification and hazard assessment as the basis of the hazardous materials response
 5. ~~e~~Common information sources in identification and hazard assessment
 6. ~~n~~Number of minimum information sources necessary to confirm identification and hazard assessment
 7. ~~e~~Comprehensive review and use of the current ~~DOT~~ North American Emergency Response Guidebook
 8. ~~f~~Familiarization with other hazardous materials reference materials
 9. ~~r~~Revue of ~~F~~First ~~R~~Responder ~~A~~Awareness role in local hazardous materials plan ~~and the current DOT Emergency Response Guide~~
 10. ~~r~~Recognized off-site hazardous materials information ~~centers~~ resources (e.g. Chemical Transportation Emergency Center CHEMTREC)
 11. ~~e~~Components of hazard assessment
 12. ~~v~~Variables and modifying conditions of hazardous materials incidents
 13. ~~e~~Concept of risk versus gain at a hazardous materials incident
 14. ~~f~~Federal and state requirements for hazardous materials action plan
 15. ~~e~~Complexity of identification and hazard assessment at hazardous materials incidents
- E. Basic considerations for conducting a preliminary investigation of a hazardous materials incident or environmental crime
- F. Basic legal aspects of hazardous materials incidents

III. REQUIRED TESTS

The following tests shall be administered:

- A. The POST-constructed knowledge test for Domain #41

IV. REQUIRED LEARNING ACTIVITIES

- A. ~~Participation in a facilitated discussion relating to appropriate First Responder Awareness level actions at the scene of a hazardous materials incident~~
The student shall participate in a learning activity designed to reinforce an understanding of first responder actions at the scene of a hazardous materials incident to include:

1. Identification of the event as a hazardous materials incident
2. Application of recommended safety precautions
3. Use of the North American Emergency Response Guidebook (NAERG) to determine the initial isolation and protective action distances
4. The need to isolate the scene
5. Notification considerations

- B. ~~Participation in a facilitated discussion relating to types of resources available for determining the hazard potential of a variety of suspected hazardous materials~~
The student shall participate in a learning activity designed to reinforce an understanding of the indicators for determining the hazard potential of the suspected material to include:

1. Placard
2. Sign
3. Warning label
4. Any other indication

V. HOURLY REQUIREMENTS

Students shall be provided with a minimum of **4 hours** of instruction on hazardous materials.

VI. ORIGINATION DATE

July 1, 1993

VII. REVISION DATES

~~April 15, 1995~~

April 1, 1997

COMMISSION ON PEACE OFFICERS STANDARDS AND TRAINING
PROPOSED REGULATION

1005. Minimum Standards for Training.

(a)(1) through (j)(2) continued.

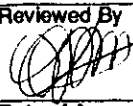
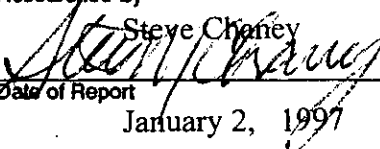

The document *Training Specifications for the Regular Basic Course - July 1993* adopted effective January 14, 1994 and amended July 16, 1994, December 16, 1994, and August 12, 1995 is herein incorporated by reference. This document was republished in 1997 as *Training Specifications for the Regular Basic Course - 1997* effective ____* ____ and amended effective ____* ____ and is herein incorporated by reference.

**** continued.

NOTE: Authority cited: Sections 832.6, 13503, 13506, and 13510, 13510.5 and 13519.8 Penal Code. Reference: Sections 832, 832.3, 832.6, 13506, 13510, 13510.5, 13511, 13513, 13514, 13516, 13517, 13519.8, 13520, and 13523 Penal Code.

*Date to be filled in by OAL.

COMMISSION AGENDA ITEM REPORT

Agenda Item Title Proposed Changes to Training Specifications for Reserve Training - Module D		Meeting Date January 23, 1997
Bureau Basic Training Bureau	Reviewed By  Ken Whitman	Researched By  Steve Choney
Executive Director Approval 	Date of Approval 1-3-97	Date of Report January 2, 1997
Purpose: <input type="checkbox"/> Decision Requested <input type="checkbox"/> Information Only <input type="checkbox"/> Status Report		Financial Impact: <input type="checkbox"/> Yes (See Analysis for details) <input type="checkbox"/> No

In the space provided below, briefly describe the ISSUE, BACKGROUND, ANALYSIS, and RECOMMENDATION. Use additional sheets if required.

ISSUE

Should the Commission approve, subject to public notice, changes to the document Training Specifications for Reserve Training - Module "D" to maintain currency with the document Training Specifications for the Regular Basic Course?

BACKGROUND

Penal Code 832.6 requires POST to develop a supplemental course to enable reserve officers to satisfy requirements of the Regular Basic Course *without unnecessary redundancy* of previously completed Level I and Level II reserve training. Pursuant to this mandate the Commission approved the Training Specifications for the Reserve Training Module "D" in July, 1995. These Module "D" specifications were designed to include all Regular Basic Course specifications excluding those specifications that are instructed in Reserve Modules A, B, and C courses. Since adoption of the Module "D" specification document ongoing updates to the Regular Basic Course training specifications have been approved by the Commission, necessitating updating of the Module D specifications.

ANALYSIS

As the Regular Basic Course training specifications are updated the reserve Module "D" training specifications must be updated so that completion of Modules A, B, C, and D will satisfy the basic training requirement. The intent of this report is to make amendments to the document, Training Specifications for the Reserve Module "D" to incorporate relevant changes made in The Training Specifications for the Regular Basic Course from April 1996 to January 1997 and to correlate instructional goals between the two documents. These amendments are proposed for consistency in delivery of the Basic Course.

Changes for Learning Domains 7, 8, 15, 19, 20, 25, 28, 29, 30, 33, 36, and 38 in the Regular Basic Course specifications have been previously approved by the Commission at it's April, July and November 1996 meetings. Identified in **Attachment A** are these twelve learning domains for The Training Specifications for Reserve Training - Module "D" which incorporate

proposed changes paralleling those previously made to the above Regular Basic Course learning domains. In addition, the **Attachment A** inclusively proposes changes to Learning Domains: 21 (*Patrol Techniques*); 22 (*Vehicle Pullovers*); 23 (*Crimes in Progress*); 26 (*Unusual Occurrences*); 27 (*Missing Persons*); and 41 (*Hazardous Materials Awareness*) for the training specifications for Module "D" which are based upon: 1) January 1997 proposed parallel agenda item updates to the Regular Basic Course training specifications in topics, learning activities, and tests; 2) matching of Basic Course instructional goals to ensure correlation to all performance objectives and commensurate terminal learning domain tests.

This agenda item is before the commission to consider approving specification changes to Module "D" (**Attachment A**) that are based upon amendments as approved by the commission for the Regular Basic Course. If so approved an amendment to Regulation 1005 will be necessary to identify the date that the Module "D" training specification document was amended (**Attachment B**).

Proposed curriculum changes must be adopted pursuant to the Administrative Procedures Act and it is proposed that the Notice of Proposed Regulatory Action Process be used.

RECOMMENDATION

Subject to the results of the Proposed Notice of Regulatory Action approve the revisions to the document *Training Specifications for Reserve Training Module "D"*.

RESERVE TRAINING MODULE D
SPECIFICATIONS FOR LEARNING DOMAIN #07
CRIMES AGAINST PERSONS

April 1, 1997

I. INSTRUCTIONAL GOAL

The goal of instruction on **Crimes Against Persons** is to provide students with the ability to recognize when person crimes have occurred, to identify the crimes by their common names, and to classify them as either misdemeanors or felonies.

II. REQUIRED TOPICS

The following topics shall be covered:

- A. Extortion
- B. Infliction of corporal injury on a spouse or cohabitant
- C. Kidnapping and false imprisonment
- D. Murder
 - 1. ~~d~~Degrees
 - 2. ~~f~~Elony murder rule
- E. Excusable and justifiable homicide
- F. Manslaughter
 - 1. ~~v~~Voluntary
 - 2. ~~i~~nvuntary
 - 3. ~~v~~ehicular
 - 4. Gross vehicular manslaughter while intoxicated

G. Crimes against elders and dependent adults

H. Child abduction

I. Stalking and terrorist threats

J. Carjacking

I. REQUIRED TESTS

The POST-constructed knowledge test for Learning Domain #7

IV. REQUIRED LEARNING ACTIVITIES

None

V. HOURLY REQUIREMENTS

Students shall be provided with a minimum of **8 hours** of instruction on crimes against persons.

VI. ORIGINATION DATE

January 1, 1996

VII. REVISION DATES

April 1, 1997

RESERVE TRAINING MODULE D
SPECIFICATIONS FOR LEARNING DOMAIN #08
GENERAL CRIMINAL STATUTES

April 1, 1997

I. INSTRUCTIONAL GOAL

The goal of instruction on **General Criminal Statutes** is to provide students with the ability to recognize violations of the statutes, to identify the violations by their common crime names, and to classify them as either misdemeanors or felonies.

II. REQUIRED TOPICS

The following topics shall be covered:

- A. Solicitation to commit certain crimes
- B. Disturbing a public meeting
- C. ~~Gambling~~ Gaming
- D. ~~Press access to closed areas~~ Authority of peace officer to close a disaster area including press access exception
- E. Loitering for purposes of prostitution or drug activity

III. REQUIRED TESTS

The POST-constructed knowledge test for Learning Domain #8

IV. REQUIRED LEARNING ACTIVITIES

None

V. HOURLY REQUIREMENTS

Students shall be provided with a minimum of 1 hour of instruction on general criminal statutes.

RESERVE TRAINING MODULE D

SPECIFICATIONS FOR LEARNING DOMAIN #15 LAWS OF ARREST

April 1, 1997

I. INSTRUCTIONAL GOALS

The goals of instruction of **Laws of Arrest** are to provide students with:

- ~~A. the ability to recognize when suspects must be provided their Miranda rights;~~
- A. an understanding of a peace officer's authority, liability and responsibility in making an arrest including:
 - 1. The discretion that an officer has in making an arrest
 - 2. Limits on an officer's discretion
 - 3. The elements of an arrest
 - 4. Daytime and nighttime arrests
 - 5. The information that an officer must provide to an arrested person
 - 6. Treatment of an arrested person after the arrest
 - 7. Exceptions to a peace officer's arrest powers
 - 8. Criminal sanctions and civil liability;
- B. knowledge of an officer's responsibility where the arrest was made by a private person; ~~and~~
- C. knowledge of the elements required to establish reasonable suspicion and probable cause;:
- D. an understanding of the constitutional issues involved in detentions, arrests and interrogations; and
- E. the ability to obtain confessions that are admissible as evidence in court.

II. REQUIRED TOPICS

The following topics shall be covered:

- A. ~~Miranda rights of detainees~~ Interrogation law
- B. Arrest by a private person
- C. Reasonable suspicion and probable cause
- D. Consensual encounters
- E. Conspiracy to deprive a person of a civil right
- F. Deprivation of a civil right under color of law

III. REQUIRED TESTS

- A. The POST-constructed knowledge test for Learning Domain #15
- B. ~~An exercise test that requires the student to approach, contact, interview, and interrogate a suspicious person~~

IV. REQUIRED LEARNING ACTIVITIES

None

V. HOURLY REQUIREMENTS

Students shall be provided with a minimum of **6 hours** of instruction on laws of arrest.

VI. ORIGINATION DATE

January 1, 1996

VII. REVISION DATES

April 1, 1997

RESERVE TRAINING MODULE D
SPECIFICATIONS FOR LEARNING DOMAIN #19
VEHICLE OPERATIONS

April 1, 1997

I. INSTRUCTIONAL GOALS

The goals of instruction on **Vehicle Operations** are to provide students with:

- A. an understanding of the factors that contribute to traffic collisions and the principles of defensive driving;
- B. knowledge of the effect that speed has on stopping distance and turning radius;
- C. knowledge of legal provisions relating to the operation of a law enforcement vehicle;
- D. the ability to safely operate a patrol vehicle while responding to a simulated emergency (i.e., with red light and siren);
- E. the ability to conduct a thorough pre-shift vehicle inspection;
- ~~F. a basic understanding of considerations regarding high-speed vehicle pursuits; and~~
- ~~GE.~~ the ability to safely and effectively operate a patrol vehicle during a simulated pursuit of a vehicle;
- G. an understanding that a vehicle pursuit is an event that requires defined objectives, tactical response and supervisory oversight;
- H. an understanding of the provisions of Penal Code Section 13519.8 and the legislative intent;
- I. a knowledge of the Vehicle Code statutes affecting law enforcement pursuits;
- J. an understanding of the factors a peace officer should consider when initiating a pursuit;

- K. an understanding of the roles and responsibilities of units involved in a pursuit;
- L. an understanding of the roles and responsibilities of a supervisor during a pursuit;
- M. an understanding of the benefit of effective communications during a vehicle pursuit;
- N. an understanding of driving tactics during a pursuit;
- O. an understanding of intervention tactics that may be authorized during a pursuit;
- P. an understanding of the factors influencing speed during a pursuit;
- Q. an understanding of the use of air support during a pursuit;
- R. an understanding of the factors that may contribute to the decision to terminate a pursuit;
- S. an understanding of procedures relating to the capture of suspects at the conclusion of a pursuit;
- T. an understanding of policies and procedures concerning interjurisdictional pursuits; and
- U. an understanding of the procedures related to post pursuit analysis.

II. REQUIRED TOPICS

The following topics shall be covered:

- A. Defensive driving
- B. Vehicle dynamics (e.g., stopping distance, turning radius, weight shift, etc.)
- C. Vehicle code sections pertaining to the operation of a law enforcement vehicle
- D. Preshift vehicle inspections

- E. Considerations regarding high-speed vehicle pursuits (Penal Code Section 13519.8)
1. When to initiate a pursuit
 2. The number of involved law enforcement units permitted
 3. Responsibilities of primary and secondary units
 4. Pursuit driving tactics to include:
 - a. Safety considerations
 - b. Legal considerations
 - c. Vehicle control considerations
 - d. Use of communications equipment
 5. Helicopter assistance
 6. Communications
 7. Capture of suspects
 8. Termination of a pursuit
 9. Supervisory responsibilities
 10. Blocking, ramming, boxing and roadblock procedures
 11. Speed limits
 12. Interjurisdictional considerations
 13. Conditions of the vehicle, driver, roadway, weather and traffic
 14. Hazards to uninvolved bystanders or motorists
 15. Reporting and postpursuit analysis
 16. Balancing the risk to officer/public safety against the need to apprehend

F. "Code 3" driving to include:

1. safety considerations
2. legal considerations
3. vehicle control considerations
4. use of communications equipment

III. REQUIRED TESTS

The following tests shall be administered:

- A. The POST-constructed knowledge test for Domain #19
- B. An exercise test that requires the student to regain control of a patrol vehicle experiencing a front-wheel skid and a rear-wheel skid
- C. An exercise test that requires the student to regain control of a patrol vehicle experiencing an all-wheel, locked-brake skid
- D. An exercise test that requires the student to demonstrate positioning, weight transfer, throttle control, braking, and steering while putting a patrol vehicle through a series of maneuvers at the direction of an instructor
- E. An exercise test that requires the student to rapidly displace a patrol vehicle to the right, left, and stop
- F. An exercise test that requires the student to demonstrate threshold braking while entering a turn and while bringing a patrol vehicle to a complete stop
- G. An exercise test that requires the student to operate a patrol vehicle under simulated emergency conditions
- H. An exercise test that requires the student to operate a patrol vehicle in the simulated pursuit of another vehicle

IV. REQUIRED LEARNING ACTIVITIES

None

V. HOURLY REQUIREMENTS

Students shall be provided with a minimum of **16 hours** of instruction on vehicle operations.

This instruction is designed to satisfy the requirements for law enforcement high-speed vehicle pursuit training as required in Penal Code Section 13519.8 when combined with the provision of successful completion of the prerequisite of Reserve Module B.

VI. ORIGINATION DATE

January 1, 1996

VII. REVISION DATES

April 1, 1997

RESERVE TRAINING MODULE D
SPECIFICATIONS FOR LEARNING DOMAIN #20
USE OF FORCE

April 1, 1997

I. INSTRUCTIONAL GOALS

The goals of instruction on **Use of Force** are to provide students with:

- A. an understanding of the liability associated with the use of force; ~~and~~
- B. knowledge of the conditions under which force can be lawfully used by a peace officer;
- C. knowledge of force options;
- D. the ability to make judgments concerning the level of force justified by a given set of circumstances;
- ~~EE.~~ an understanding of the concept of fear and anger management;
- ~~DE.~~ an understanding of the basic concept of intervention to prevent unreasonable use of force;
- ~~EG.~~ an understanding of the importance of effective tactical communication in use-of-force situations;
- H. an understanding of the concept of reasonable force; and
- I. an understanding of the importance of initial and ongoing training in coping with dangerous situations.

II. REQUIRED TOPICS

The following topics shall be covered:

- A. Liability associated with the use of force
- B. Laws governing the use of force by a peace officer
- C. Force options (use-of-force spectrum)

- D. Justifiable homicide and the sufficiency of fear requirement
- E. Factors that must be considered in making the decision to use deadly force
- 6F. Agency policies on the use of force
- 6G. Fear and anger management
- EH. The concept of intervention
- FI. Tactical communication as it relates to the use-of-force spectrum

III. REQUIRED TESTS

The following tests shall be administered:

- A. The POST-constructed knowledge test for Learning Domain #20
- B. A scenario test that requires the student to respond to ~~simulated encounters with suspects under circumstances that justify varying levels of force~~ a variety of law enforcement situations in which the use of force is legally justified by a peace officer, including deadly force, detentions, arrests and the overcoming of resistance to the execution of lawful processes. The student shall be tested under conditions that simulate the effects of physical and mental stress and minimally test the students:
 - 1. Knowledge and understanding of the legal authority to use force
 - 2. Ability to identify force options that are consistent with legal or other restrictions
 - 3. Ability to demonstrate the application of force in a manner that is objectively reasonable to the courts
 - 4. Ability to escalate, deescalate levels of force and intervene when the use of force is inappropriate

IV. REQUIRED LEARNING ACTIVITIES

- A. Participation in a ~~facilitated discussion relating to use of force by a peace officer~~ learning activity depicting incidents involving use of force by a peace officer which reinforces the student's ability to understand:

1. The legal authority to use force
2. The appropriateness of the force option selected
3. Whether the amount of force used was objectively reasonable
4. Whether the intervention was appropriate

V. HOURLY REQUIREMENTS

Students shall be provided with a minimum of **8 hours** of instruction on use of force.

VI. ORIGINATION DATE

January 1, 1996

VII. REVISION DATES

January 1, 1997

RESERVE TRAINING MODULE D
SPECIFICATIONS FOR LEARNING DOMAIN #21
PATROL TECHNIQUES

April 1, 1997

I. INSTRUCTIONAL GOALS

The goals of instruction on **Patrol Techniques** are to provide students with:

- A. an understanding of how an officer prepares for a patrol shift;
- B. an understanding of the factors that affect an officer's observational skills;
- ~~BC.~~ an understanding of how different patrol techniques can be used to protect public safety, prevent crime and apprehend offenders; and
- ~~GD.~~ the skills required to perform common patrol tasks such as selecting a patrol strategy, stopping a pedestrian, making a crime broadcast and handling field encounters with plainclothes officers.

II. REQUIRED TOPICS

The following topics shall be covered:

- A. Patrol techniques for preventing crime to include:
 - 1. ~~b~~Business and residential patrol checks
 - 2. ~~e~~Checks of suspicious persons
 - 3. ~~v~~Varying patrol patterns
 - 4. ~~m~~Maintenance of visibility
- B. Patrol techniques for apprehending offenders
- C. Components of directed enforcement (e.g. attention to specific violations or circumstances and geographic considerations)
- D. Advantages and disadvantages of various patrol methods (e.g. foot patrol, vehicular, bicycle, aircraft, mounted, etc.)

E. Patrol patterns to include:

1. ~~e~~Circular
2. ~~d~~Double back
3. ~~r~~Random

F. Factors for selecting a patrol strategy to include:

1. ~~e~~Officer and public safety hazards
2. ~~p~~Population distribution
3. ~~n~~Need for directed enforcement
4. ~~e~~Crime activity
5. ~~g~~Geography/topography
6. ~~l~~Locations/situations that require frequent checks (e.g. likelihood of a breach of the peace, anticipation of a criminal act or a hazard to public safety)

G. Elements of patrol preparation to include:

1. ~~u~~Uniforms and supplies
2. ~~e~~Equipment inspections
3. ~~i~~Information acquisition

H. Patrol tactics to include:

1. ~~e~~Eliminating silhouetting
2. ~~n~~Noise minimization

I. Field encounters with plainclothes officers

J. Types of patrol to include:

1. ~~p~~Preventative

- 2. ~~a~~Apprehension
- K. Vehicle patrol techniques
- L. Effective use of law enforcement radio equipment

III. REQUIRED TESTS

The following tests shall be administered:

- A. ~~An exercise test that requires the student to make a simulated crime broadcast based on a hypothetical set of observations while demonstrating proper radio techniques~~
- BA. A scenario test that requires the student to use a patrol vehicle to safely approach pedestrian suspect(s). The student shall demonstrate safe and effective tactics for approaching pedestrian suspects while utilizing a patrol vehicle to include:
 - 1. Notifying dispatch of the location of the contact with the suspect and demonstrating proper radio procedures
 - 2. Making the approach from the rear and on the same side of the street the suspect is on (making a U-turn if necessary)
 - 3. Consistently keeping the suspect in view during the approach
 - 4. Stopping at a safe and effective distance using the patrol vehicle or other available cover and concealment while directing the suspect to stop
 - 5. Using clear and direct verbal commands throughout the detention
 - 6. Taking a proper position and stance while talking to the suspect

IV. REQUIRED LEARNING ACTIVITIES

- A. Participation in a learning activity ~~where the student is required that~~ reenforces the student's ability to observe an event and after a short delay, describe, either verbally or in writing, the nature of the event and any pertinent observations made
 - 1. The nature of the event (what appears to have occurred)

2. Physical descriptions of persons involved, if applicable
3. Statements made by the involved parties, if any
4. Any differences in perception among the students who observed the incident

B. Participation in a learning activity that reenforces the student's ability to initiate a radio broadcast using proper procedures and techniques of radio communications which minimally include:

1. Type of incident and location
2. Number of suspects with complete known description
3. Description of loss, if any
4. Weapon(s) used
5. Time, direction of flight, and vehicle description

V. **HOURLY REQUIREMENTS**

Students shall be provided with a minimum of **2 hours** of instruction on patrol techniques.

VI. **ORIGINATION DATE**

January 1, 1996

VII. **REVISION DATES**

April 1, 1997

RESERVE TRAINING MODULE D
SPECIFICATIONS FOR LEARNING DOMAIN #22
VEHICLE PULLOVERS

April 1, 1997

I. INSTRUCTIONAL GOAL

The goals of instruction on **Vehicle Pullovers** are to provide students with:

- A. the knowledge and skills needed to conduct a safe, lawful, tactically sound vehicle pullover; and
- B. the knowledge and skills needed to conduct a safe and effective physical search of a vehicle.

II. REQUIRED TOPICS

The following topics shall be covered:

- A. Types of vehicle pullovers (e.g. traffic enforcement, high risk)
- B. Considerations for selecting a location for daytime/nighttime vehicle pullovers to include:
 - 1. safety factors (e.g. out of flow of traffic)
 - 2. visibility to passing traffic
 - 3. possible escape routes
 - 4. availability of cover and concealment
 - 5. avoidance of potentially hostile environments
 - 6. lighting/illumination
- C. Techniques for gaining a driver's attention to include use of:
 - 1. lights (e.g. emergency lights, headlights, spotlights)
 - 2. hand gestures

3. ~~h~~Horn/audible devices
 4. ~~s~~Siren
- D. Considerations for stopping and approaching unconventional vehicles
1. ~~m~~Motorcycles
 2. ~~e~~Campers, vans and motor homes
 3. ~~b~~Buses
 4. ~~s~~Semitrucks
- E. Considerations for safely and effectively searching a vehicle to include:
1. ~~u~~Use of available cover officer(s)
 2. ~~r~~Removal of occupant(s)
 3. ~~t~~Types of objects sought and likely locations
 4. ~~p~~Potential hazards (e.g. needles, edged weapons, etc.)
 5. ~~a~~A systematic search process
- F. Application of tactical communication techniques to violator/suspect contacts
- G. Verifying the validity and authenticity of a driver license
- H. Maintaining appropriate distance from the target vehicle prior to initiating a vehicle pullover
- I. Awareness of stop location and need for appropriate notification (e.g. to communication center, other units, etc.)
- J. Stopping and approaching vehicles to include:
1. ~~p~~Placement of patrol vehicle
 2. ~~s~~Safe exit from the patrol vehicle

3. ~~a~~Appropriate type of approach (e.g. driver side approach, passenger side approach, nonapproach)
 4. ~~p~~Proper use of equipment (e.g. gun hand free)
 5. ~~v~~Visual check of the interior of the vehicle
 6. ~~e~~Officer position on driver contact
 7. ~~r~~Removal of occupants, if appropriate/desirable
- K. Tactical considerations for safely completing an enforcement document
- L. Tactical considerations for reapproaching and recontacting the suspect(s)/violation(s)
- M. Liability considerations associated with vehicle pullovers

III. REQUIRED TESTS

The following tests shall be administered:

- A. ~~An exercise test that requires the student to conduct a search of a motor vehicle~~
- B. ~~An exercise test that requires the student to determine the acceptability of various types of identification~~
- C. ~~A scenario test that requires the student to make a simulated traffic enforcement stop during daylight hours~~
- ~~D~~A. A scenario test that requires the student to make a simulated traffic enforcement vehicle pullover during the hours of darkness and minimally: stop during the hours of darkness
1. Signal the violator from behind and does not pull alongside
 2. Continuously observe the movements of the driver and any passengers
 3. Maintain a safe distance between the patrol vehicle and the target vehicle

4. Offset the patrol vehicle to the left or right of the target vehicle
5. Continuously observe for pedestrian and vehicular traffic
6. Keep gun-hand free during approaches to target vehicle and when in direct contact with the driver/passenger(s)
7. Establish initial violator contact in a safe and tactically sound manner
8. Safely obtain and determine the validity, authenticity and legal acceptability of identification
9. Safely return to the patrol vehicle
10. Maintain a safe position with a view of the target vehicle and traffic during the detention
11. Safely reapproach the target vehicle and recontact the driver/passenger(s)
12. Safely return to the patrol vehicle and, if appropriate, assist the driver to safely reenter traffic

EB. A scenario test that requires the student to make a simulated high-risk vehicle pullover and minimally stop and safely remove the occupants from the vehicle

1. Notify communications and follow until assistance/backup is on the scene
2. Demonstrate the ability to stop the vehicle using proper position, distance and lighting
3. Watch for movements inside the target vehicle
4. Take a proper position of cover/concealment
5. Maintain firearm at the ready
6. Use clear, audible and direct commands

7. Direct suspect(s) out of the target vehicle and into a position of disadvantage

8. Visually search the vehicle for additional suspects

IV. REQUIRED LEARNING ACTIVITIES

None

V. HOURLY REQUIREMENTS

Students shall be provided with a minimum of 7 hours of instruction on vehicle pullovers.

VI. ORIGINATION DATE

January 1, 1996

VII. REVISION DATES

April 1, 1997

RESERVE TRAINING MODULE D
SPECIFICATIONS FOR LEARNING DOMAIN #23
CRIMES IN PROGRESS

April 1, 1997

I. INSTRUCTIONAL GOALS

The goals of instruction on **Crimes in Progress** are to provide students with:

- A. the skills and ability needed to effectively search a building or an open area for a suspect;
- AB. an understanding of the factors affecting an officer's response to a crime-in-progress call;
- BC. the skills and ability needed to effectively respond and investigate ~~appropriately to~~ different types of crimes in progress;
- CD. the skills needed to ~~tactically~~ effectively respond to different high-risk situations demonstrating sound tactics;
- DE. the skills needed to perform the role of contact officer and cover officer;
- EE. an understanding of the capabilities and limitations of body armor;
- FG. an understanding of the basic concepts of officer safety; and
- GH. an understanding of current patterns related to deaths and assaults on peace officers.

II. REQUIRED TOPICS

The following topics shall be covered:

- A. General factors affecting an officer's response to a crime-in-progress call to include:
 - 1. ~~o~~Observed v. dispatched
 - 2. ~~m~~Methods of response

3. aApproach
 4. rRoute selection
 5. dDistance from the call/time lag
 6. nNature of the crime
 7. gGeographic considerations
 8. iImpact of agency policy
- B. Factors affecting an officer's response to specific types of crime-in-progress calls to include:
1. pProwler calls
 2. bBurglary calls
 3. rRobbery calls
 4. sShots-fired calls
- B. Considerations for tactically responding to specific high-risk situations to include:
1. bBarricaded suspects
 2. hHostage situations
 3. sSniper assaults
 4. fFirebomb assaults
 5. cContacts with persons under the influence of alcohol/drugs
- C. Capabilities, limitations and proper use of body armor against firearms, knives and other penetrating weapons
- D. Roles and responsibilities of the contact officer and cover officer to include:
1. dDesignating the contact officer and the cover officers

2. ~~m~~Maintaining communication
3. ~~a~~Assuming and maintaining proper position
4. ~~a~~Appropriately delegating responsibilities
5. ~~m~~Maintaining awareness of surroundings

F. Basic aspects of officer safety to include:

1. ~~e~~Current patterns related to deaths and assaults on peace officers
2. ~~t~~The concept of "will to survive"
3. ~~e~~Officer actions after receiving a nonfatal wound
4. ~~e~~Officer actions in officer-taken-hostage incidents
5. ~~e~~Officer actions in officer-ambush incidents when officer is on foot
6. ~~e~~Officer actions in officer-ambush incidents when officer is in a patrol car

III. REQUIRED TESTS

The following tests shall be administered:

- A. A scenario test that requires the student to ~~respond to a simulated prowler call~~ demonstrate the skills necessary to effectively respond and investigate a simulated prowler incident as the assigned contact officer to include:
1. Making a quiet and tactically sound approach with the patrol car
 2. Making a silent, undetected approach on foot
 3. Effectively using cover and concealment during the approach on foot and communicating with the cover officer
 4. Searching for, locating and detaining the suspect(s)
 5. Conducting a lawful search for weapons

6. Interviewing the suspect(s) to establish sufficient probable cause for an arrest
7. Using proper arrest techniques without endangering self or cover officer

GB. A scenario test that requires the student to ~~respond to a simulated burglary-in-progress call~~ demonstrate the skills necessary to effectively respond and investigate a simulated burglary-in progress incident involving suspect(s) concealed in a building to include:

1. Coordinating with other responding units
2. Making a quiet and tactically sound approach with the patrol car
3. Making a silent and undetected approach on foot
4. Effectively using cover and concealment during the foot approach and exterior area search
5. Searching the exterior of the building and locating the point of entry
6. Requesting resources
7. Notifying assisting units/dispatch of current status and developments
8. Securing the perimeter and ordering any possible occupants out of the building
9. Using cover officer(s) and communicating a plan for the building entry/search
10. Making a tactically sound building entry
11. Using a systematic searching method
12. Using safe tactics during the search
13. Finding and arresting any suspect(s)
14. Immediately removing any suspect(s) from the building

15. Completing the building search after any suspect(s) have been removed

BC. A scenario test that requires the student to ~~respond to a robbery-in-progress call~~ demonstrate the skills necessary to effectively respond and investigate a simulated robbery-in-progress incident to include:

1. Coordinating with other responding units
2. Making a quiet and tactically sound approach with the patrol car
3. Making a silent and undetected approach on foot
4. Using and maintaining cover and/or concealment
5. Notifying assisting units and dispatch of current developments
6. Maintaining cover and/or concealment while surveying the incident
7. Requesting and deploying additional resources to achieve full perimeter containment
8. If appropriate, telephoning the location to direct any occupants out
9. Ordering the exiting occupants to a position of disadvantage and handling them as suspects until identity is determined
10. Demonstrating safe arrest techniques without endangering self or cover officer
11. Securing the scene by completing a search of the premises

D. A scenario test that requires the student to ~~respond appropriately to an ambush~~ demonstrate the ability to react appropriately to a simulated ambush to include:

1. Using and maintaining cover (attempting to exit the "kill zone" to the extent possible)
2. Assessing the situation
3. Locating the suspect(s) and responding with an appropriate level of force

4. Communicating an action plan for the safe deployment of responding units
- E. ~~An exercise test that requires the student to function as a cover officer~~
- F. ~~An exercise test that requires the student to function as a contact officer~~

IV. REQUIRED LEARNING ACTIVITIES

- A. ~~Participation in a discussion/critique of law enforcement response to a variety of high-risk situations~~The student shall participate in a learning activity that reenforces an understanding of law enforcement response to a variety of high-risk situations including:
 1. Person with a gun
 2. Shots-fired call
 3. Officer down
 4. Suspicious circumstances/unknown trouble
 5. Firebomb assault
 6. Suicidal person
- B. ~~Identification, either verbally or in writing, of an effective tactical response and appropriate placement of perimeter resources based upon a series of descriptions of locations when a crime is allegedly in progress~~The student shall be given a series of drawings, sketches, photographs or other visual depictions of locations where a crime is allegedly in progress. The student will indicate, either verbally or in writing:
 1. A suggested approach to the location
 2. An effective placement of perimeter units
 3. An acceptable scene search pattern

V. HOURLY REQUIREMENTS

Students shall be provided with a minimum of **8 hours** of instruction on handling crimes-in-progress calls.

RESERVE TRAINING MODULE D
SPECIFICATIONS FOR LEARNING DOMAIN #25
DOMESTIC VIOLENCE

April 1, 1997

I. INSTRUCTIONAL GOALS

The goals of instruction on **Domestic Violence** are to provide students with:

- ~~A. an understanding of the psychosocial and other factors, including cultural issues, that influence the frequency and severity of domestic violence;~~
- ~~B. knowledge of the domestic violence statutes and how they are applied by law enforcement officers when they respond to calls involving domestic problems; and~~
- ~~C. interpersonal and tactical skills needed to safely and effectively handle calls involving domestic problems.~~
- A. an understanding of the domestic violence problem in California;
- B. a knowledge of the essential elements of Penal Code Sections 13700 et. sequ. and 13519;
- C. an understanding of the legislative intent that forms the basis for California domestic violence statutes designed to increase law enforcement's responsibility to intervene, investigate and resolve incidents of domestic violence to include:
 - 1. Domestic violence is a serious crime
 - 2. Laws must be enforced to provide maximum protection to victims
 - 3. Violent behavior in the home and within the family is criminal behavior;
- D. a knowledge of domestic violence legal definitions and terminology;
- E. a knowledge of a peace officer's responsibility and authority in taking enforcement action related to domestic violence incidents including procedures related to:

1. Felonies and misdemeanors
 2. Private person arrests:
- F. an understanding that domestic violence is a serious crime and that law enforcement has a duty to make arrests and offer protection and assistance to the victim;
- G. the ability to safely respond, intervene, investigate and resolve domestic violence incidents;
- H. an understanding of the nature, extent and dynamics of domestic violence;
- I. a knowledge of legal rights and remedies available to victims of domestic violence;
- J. a knowledge of private person arrest procedures;
- K. an understanding of the components of a clear, accurate police report documenting a domestic violence incident;
- L. a knowledge of domestic violence reporting requirements;
- M. the ability to conduct a thorough preliminary investigation of a domestic violence incident;
- N. a knowledge of tenancy rights related to incidents of domestic violence;
- O. an understanding of the impact that law enforcement intervention in domestic violence incidents may have on children;
- P. a knowledge of the services and facilities available to victims and batterers;
- Q. the ability to enforce statutes related to incidents of domestic violence;
- R. a knowledge of the types of court orders and enforcement procedures applicable to domestic violence incidents.
- S. the ability to enforce court orders whether the suspect is present or has fled;

- T. a knowledge of cite-and-release procedures related to incidents of domestic violence; and
- U. the ability to provide emergency assistance to victims of domestic violence and assist in the pursuit of criminal justice options.

II. REQUIRED TOPICS

The following topics shall be covered:

- ~~A. Extent and nature of domestic violence, particularly local statistics and experience~~
- ~~B. Response to and preliminary investigation of a domestic violence incident including effective communication with all involved parties~~
- A. An overview of the domestic violence problem in California including local statistics
- B. The provisions of Penal Code Section 13700 et. seq. and 13519 which relate to domestic violence response
- C. The historical background of domestic violence laws including the legislative intent
- D. Domestic violence legal definitions and terminology to include:
 - 1. Domestic violence
 - 2. Abuse
 - 3. Cohabitant
 - 4. Family violence
 - 5. Primary aggressor
- E. Legal duties imposed on peace officers to make arrests and offer protection and assistance including guidelines for making arrests
- F. Techniques for handling domestic violence incidents that minimize the likelihood of injury to the officer and promote the safety of the victim

- G. The nature and extent of domestic violence
- H. The legal rights and remedies available to victims of domestic violence
- I. Arrest by a private person in a domestic violence situation
- J. Documentation, report writing and evidence collection
- K. Tenancy issues and domestic violence
- L. The impact that law enforcement intervention in domestic violence incidents may have on children
- M. The services and facilities available to victims and batterers
- N. The use and applications of criminal statutes in domestic violence incidents
- O. Verification and enforcement of temporary restraining orders whether the suspect is present or has fled
- P. Types, verification and enforcement of restraining/protective court orders to include:
 - 1. Criminal protective/stay-away orders
 - 2. Emergency protective orders
 - 3. Domestic violence restraining orders
 - 4. Civil protective orders by employers
- Q. The Domestic Violence Restraining Order System (DVROS)
- R. The seizure of firearms and deadly weapons in domestic violence incidents
- S. Cite-and-release policies
- T. Emergency assistance to victims and how to assist victims in pursuing criminal justice options

III. REQUIRED TESTS

The following tests shall be administered:

- A. The POST-constructed knowledge test for Learning Domain #25
- B. A scenario test that requires the student to ~~handle a simulated domestic violence incident~~ respond, intervene and investigate a simulated domestic violence incident. The test shall minimally include:
 - 1. Intervention and management of a domestic violence incident
 - 2. Demonstration of knowledge of domestic violence laws and arrest procedures
 - 3. Controlling and interviewing involved parties
 - 4. Compliance with reporting requirements
 - 5. Offer of protection and assistance
 - 6. Demonstration of knowledge of victim services, legal rights and remedies
 - 7. Conducting an effective preliminary investigation including evidence collection
 - 8. Demonstration of incident closure skills
- C. An exercise test requiring the student to demonstrate the ability to verify the validity of a court order. The test shall minimally include the requirement to verify the following:
 - 1. A court stamp
 - 2. A case control number
 - 3. An expiration date
 - 4. The person to be protected
 - 5. The person to be restrained

6. A judge's signature

7. Proof of service

D. An exercise test requiring the student to demonstrate the ability to determine the proper action when confronted with the enforcement of a court order. The test shall minimally include:

1. Arrest or acceptance of a private person's arrest

2. Proper enforcement of the terms of the order

3. Determination of the primary aggressor in mutual orders

4. Arrest without a warrant for a violation of a protective order not committed in the officer's presence

E. An exercise test requiring the student to demonstrate the knowledge and ability to obtain an Emergency Protective Order. The test shall minimally include:

1. Determining what party is eligible

2. Grounds for issuance

3. Procedures to obtain the order

4. Completion of the proper documents

5. Scope and duration of the order

6. Service of the order

7. Data entry into the Domestic Violence Restraining Order System (DVROS)

8. Distribution of forms

IV. REQUIRED LEARNING ACTIVITIES

A. ~~Participation in a facilitated discussion relating to background, legal aspects, and legislative intent associated with domestic violence incidents~~

BA. Participation in a ~~facilitated discussion~~ learning activity relating to proper response to a domestic violence incident to include:

1. Felony arrests
2. Misdemeanor arrests
3. Use of citizen arrests
4. Verification and enforcement of temporary restraining orders when the suspect is present and when the suspect has fled
5. Verification and enforcement of stay-away orders
6. Cite-and-release policies
7. Emergency assistance to victims to include medical care, transportation to a shelter, and law enforcement standbys for the removal of personal property
8. Assistance to victims in pursuing criminal options to include giving the report number and directing victim to the proper investigative unit
9. Providing written notice to victims at the scene

V. HOURLY REQUIREMENTS

Students shall be provided with a minimum of **2 hours** of instruction on domestic violence.

This instruction is designed to satisfy the requirements for law enforcement domestic violence training as required in Penal Code Section 13519 when combined with the provision of successful completion of the prerequisite of Module C.

VI. ORIGINATION DATE

January 1, 1996

VII. REVISION DATES

April 1, 1997

RESERVE TRAINING MODULE D

SPECIFICATIONS FOR LEARNING DOMAIN #26 UNUSUAL OCCURRENCES

April 1, 1997

I. INSTRUCTIONAL GOAL

The goals of instruction on **Unusual Occurrences** are to provide students with:

- A. an understanding of peace officer responsibilities at the scene of a disaster or unusual occurrence;
- B. knowledge of how to effectively react to a bomb threat, suspected explosive device and an explosion scene;
- C. knowledge of how to effectively react to a fire emergency;
- D. knowledge of how to effectively react to a variety of unusual occurrences such as electrical wires down, road hazards, natural gas leaks, etc.;
- E. knowledge of how to effectively react to an aircraft crash incident; and
- F. a basic understanding of the Incident Command System (ICS).

II. REQUIRED TOPICS

The following topics shall be covered:

- A. Peace officer responsibilities at the scene of a disaster or unusual occurrence to include:
 - 1. ~~a~~Assumption of initial command
 - 2. ~~e~~Establishing a perimeter/protecting the incident location
 - 3. ~~i~~solating the hazard
 - 4. ~~m~~Maintaining ingress/egress control
 - 5. ~~i~~nitiation of appropriate notifications

- B. Peace officer responsibilities to be covered for the following scenes of specific unusual occurrences:
1. ~~a~~Aircraft crash (both civilian and military)
 2. ~~e~~Electrical power emergencies
 3. ~~h~~Hazardous road conditions (e.g. washout, landslide, flash flood)
 4. ~~d~~Damaged fire hydrant
 5. ~~g~~Gas leaks
 6. ~~t~~Traffic device malfunctions
 7. ~~e~~Earthquake
 8. ~~f~~Flood
 9. ~~a~~Animal control problems
- C. Fire emergencies to include:
1. ~~e~~Classes of fires
 2. ~~m~~Methods of extinguishing fires
 3. ~~s~~Safety considerations
- D. Explosive incidents to include:
1. ~~r~~Recognition of explosives/explosive devices
 2. ~~b~~Bomb threats
 3. ~~e~~Considerations regarding explosives and improvised explosive devices
 4. ~~e~~Explosion scenes
- E. Incident Command System
1. ~~r~~Responsibilities of the initial responding officer

2. bBasic components of the Incident Command System (ICS)

III. REQUIRED TESTS

The POST-constructed knowledge test for Learning Domain #26

IV. REQUIRED LEARNING ACTIVITIES

~~Participation in a facilitated discussion relating to a proper law enforcement response to a variety of unusual occurrences to include aircraft crashes, earthquakes, floods, fires and explosive device incidents~~ Given a series of word pictures, videotapes, schematics or other depictions of different types of unusual occurrences, the student must participate in a facilitated discussion of how the first officer on the scene should respond to minimize injuries, loss of life and property damage. The depictions must minimally include the following types of actual or potential incidents:

1. Civilian aircraft crash
2. Military aircraft crash
3. Earthquake
4. Flood
5. Suspected explosive device or explosion
6. Fires

V. HOURLY REQUIREMENTS

Students shall be provided with a minimum of 4 hours of instruction on unusual occurrences.

VI. ORIGINATION DATE

January 1, 1996

VII. REVISION DATES

April 1, 1997

RESERVE TRAINING MODULE D

SPECIFICATIONS FOR LEARNING DOMAIN #27 MISSING PERSONS

April 1, 1997

I. INSTRUCTIONAL GOALS

The goals of instruction on **Missing Persons** are to provide students with:

- A. ~~knowledge~~ an understanding of the statutory and regulatory obligations associated with law enforcement's initial response, investigative procedures, and follow-up actions related to a missing person case;
- B. ~~an understanding of the benefits to law enforcement associated with the proper and effective response to a missing person case;~~
- ~~GB.~~ an understanding of the need for sensitivity and effective communication skills when handling a missing person case;
- ~~DC.~~ knowledge ~~an understanding~~ of the methods of ~~for~~ conducting searches for a missing persons;
- E. ~~knowledge of how to conduct a missing person investigation; and~~
- ~~FD.~~ knowledge an understanding of the actions required to take when a missing person is found;
- ~~E.~~ an understanding of the severity of the missing person problem in California and the importance of a thorough preliminary investigation;
- ~~F.~~ an understanding of missing person definitions and related Penal Code statutes;
- ~~G.~~ an awareness of the four broad categories of missing person cases;
- ~~H.~~ an understanding of the duty to accept any report of a missing person;
- ~~I.~~ an understanding of the elements of an effective preliminary investigation;
- ~~J.~~ an understanding of the elements of a thorough interview of a missing person reporting party;

- K. an awareness of the information that should be in a "Be on the Lookout" (BOL) broadcast;
- L. an understanding of the reasons for making a thorough search of a reported missing child's home and yard or last known location at the outset of an investigation; and
- M. an understanding of the conditions which influence law enforcement's level of response to a report of a missing person.

II. REQUIRED TOPICS

The following topics shall be covered:

- A. ~~Background and legislative intent underlying missing person law and regulations~~
- B. ~~Benefits of exhibiting sensitivity during the law enforcement handling of a missing person case~~
- G. ~~Benefits to law enforcement resulting from a proper and effective response~~
- D. ~~Determining if a missing person case exists, and if so, classifying the type of missing person event~~
- E. ~~Law enforcement acceptance of missing person reports, jurisdictional issues associated with missing person investigations, and notification of involved agencies~~
- F. ~~Required call priority and response preference associated with a missing person case~~
- G. ~~Required initial response actions~~
- H. ~~Factors and situations which influence the nature and extent of a law enforcement response to a missing person case~~
- I. ~~Methods for locating a missing person and information sources available to investigating personnel~~

- ~~J. Release requirements associated with dental records, medical records, and photo distribution~~
- ~~K. Searching for a missing person~~
- ~~L. Requirements for reporting, investigating and follow-up on a missing person cases~~
- ~~M. Automated information systems related to missing person cases~~

A. The severity of the missing person problem in California

B. Reasons for a thorough preliminary investigation including:

1. Law enforcement's responsibility to private persons
2. Emotional crisis of family members
3. A potential criminal investigation

C. The obligations associated with law enforcement's initial response including:

1. Duty to accept or assist the reporting party regardless of jurisdiction
2. Priority of response
3. Issuance of the Department of Justice release form for dental/medical records, and photograph
4. Initiating an investigation

D. Reasons why officers should exhibit sensitivity when handling missing person cases

1. Private person's feelings of helplessness, trauma, fear and anger
2. Good public relations
3. Private person's unfamiliarity with law enforcement procedures

E. Categories of missing persons including:

1. Involuntary Missing
2. Parental abduction
3. Runaway
4. Unknown missing

F. Missing person definitions and related Penal Code statutes

1. Definitions

- a. Child
- b. Dental or medical records or x-rays
- c. Dispatcher
- d. "Evidence that a person is at risk"
- e. Missing person
- f. Involuntary missing
- g. Parental abduction
- h. Runaway
- i. Unknown missing
- j. Suspicious circumstances

2. Legal statutes

- a. California Penal Code Sections 270.5, 277, 278, 278.5, 279, 14205, 14206, 14207, 14209, 14210, 14213
- b. California Welfare and Institutions Code Sections 207 and 601
- c. 42 United States Code (USC) Section 779 subsection 3702
- d. Health and Safety Code Section 10254

- G. The duty to accept any report of a missing person
- H. The elements of an effective preliminary investigation including:
 - 1. Verification that report is for a missing person case
 - 2. Classification of missing person case
 - 3. Identification of existence of suspicious circumstances
 - 4. Obtaining missing person description, recent photograph, and release waiver
 - 5. Efforts to locate missing person
 - 6. Notification of a supervisor or investigator
 - 7. Other agency notifications
 - 8. Completion of the report
- I. Components of a thorough interview of a missing person reporting party
 - 1. Sensitivity to the situation
 - 2. Application of effective interview techniques
 - 3. Identification of all relevant information
 - 4. Recognition of conflict and inconsistency in interview
- J. Identification of the actions that can be taken to locate the subject
 - 1. Search
 - 2. Notification of other agencies
 - 3. "Be on the Lookout" (BOL) broadcast
- K. The information that should be in a "Be on the Lookout" (BOL) broadcast
- L. Methods of searching for missing persons

- M. The reasons for making a thorough search of a reported missing child's home and yard or last known location at the outset of an investigation
- N. Conditions that influence law enforcement's level of response to a report of a missing person
1. Age
 2. Family and social environment
 3. Missing person's knowledge of the area
 4. Suspicious circumstances
 5. Mental, emotional, medical or physical condition
 6. Weather/time of day
 7. Resources available to missing person
 8. Length of time person has been missing
 9. Parental custody status
- O. Actions to take when missing person is found including:
1. Compliance with penal code notification requirements
 2. Cancel any automated system entries and "Be on the Lookout Broadcast"
 3. Notify the reporting party
 4. Notify the agency who took the report if different than the locating agency.
 5. Notify all agencies involved in the investigation

III. REQUIRED TESTS

~~The POST-constructed knowledge test for Learning Domain #27-~~
None

IV. REQUIRED LEARNING ACTIVITIES

None

V. HOURLY REQUIREMENTS

Students shall be provided with a minimum of **4 hours** of instruction on missing persons.

VI. ORIGINATION DATE

January 1, 1996

VII. REVISION DATES

April 1, 1997

RESERVE TRAINING MODULE D
SPECIFICATIONS FOR LEARNING DOMAIN #28
TRAFFIC ENFORCEMENT

April 1, 1997

I. INSTRUCTIONAL GOALS

The goals of instruction on **Traffic Enforcement** are to provide students with:

- A. knowledge of and ability to visually recognize commonly-enforced traffic laws;
- B. the skills necessary to effectively direct and control traffic; and
- C. knowledge of laws and procedures related to driving under the influence enforcement.

II. REQUIRED TOPICS

The following topics shall be covered:

- A. Unsafe vehicle violations
- B. Right-of-way violations
- C. Stopping and turning violations
- D. Passing a stopped school bus violation
- E. Following too closely violation
- F. Unsafe passing violations
- G. Unrestrained occupant violations
- H. Pedestrian violations
- I. Authority to remove vehicles
- J. Preparing a storage and impound report

- K. Vehicle Code laws governing arrest
- L. Information necessary to complete a traffic citation
- M. Court procedures for processing a citation
- N. Purpose for violator's signature on citation

III. REQUIRED TESTS

The following tests shall be administered:

- A. The POST-constructed knowledge test for Learning Domain #28
- ~~B. An exercise test that requires the student to direct traffic using hand signals~~
- ~~C. An exercise test that requires the student to direct traffic using a flashlight~~
- ~~D. An exercise test that requires the student to determine the proper placement of warning devices at a simulated traffic incident~~
- EB. An exercise test that requires the student to conduct a field sobriety test that shall minimally test the student's ability to:
 - 1. Articulate a proper location for the test and why that location is appropriate
 - 2. Articulate the objective observations of signs or symptoms of intoxication or drug use
 - 3. Explain and demonstrate a series of field sobriety tests that may include a minimum of three of the following tests:
 - a. Proper techniques of balance
 - b. Divided attention
 - c. Memory
 - d. Coordination
 - e. Horizontal and vertical Gaze Nystagmus test(s)

4. Document verbally or in writing the general observations and test observations that would support the reasonable belief that the test subject is under the influence of alcohol or drugs

IV. REQUIRED LEARNING ACTIVITIES

- A. The student will participate in a demonstration regarding the safe lighting and extinguishing of a highway flare learning activity that will reinforce the student's understanding of safe techniques of lighting and extinguishing a highway flare including:

1. Removing the flare cap to expose the striking (lighting) plate and placing the cap on the opposite end of the flare
2. Holding the flare at arms length while contacting and holding the flare against the striking plate
3. Turning the face from the striking area before lighting the flare and moving it away from the body
4. Extinguishing lit flares that are safe to touch by tapping the burning end against the pavement
5. Never throwing, kicking or unsafely handling lit flares
6. Properly disposing of extinguished flares

- B. The student will participate in a facilitated discussion regarding a simulated DUI investigation learning activity that will reinforce the student's understanding of definitions, laws and procedures related to Driving Under the Influence (DUI) arrests including:

1. Legal definitions and terminology
2. Vehicle Code sections and related statutes
3. Detention and arrest procedures including the development of probable cause and reasonable suspicion including field tests
4. Evidence recognition, collection and preservation procedures
5. Report writing requirements

- C. The student will participate in a ~~facilitated discussion, video presentation, or other activity regarding techniques to effectively direct and control traffic using hand signals, flashlight and warning devices~~ learning activity that will reinforce the student's understanding of techniques to effectively direct and control traffic using hand signals, flashlights and warning devices including:
1. The procedures related to the use of hand signals and flashlights to safely control the stopping, starting or turning of vehicular and pedestrian traffic
 2. Alternative methods that can be employed using traffic control devices, vehicles or other available equipment to safely control traffic movement
- D. The student will properly complete a storage/impound report and demonstrate an understanding of the legal authority for the towing of vehicles from public and private property
- E. The student will properly complete a Notice to Appear

V. HOURLY REQUIREMENTS

Students shall be provided with a minimum of 7 hours of instruction on traffic enforcement.

VI. ORIGINATION DATE

January 1, 1996

VII. REVISION DATES

April 1, 1997

RESERVE TRAINING MODULE D
SPECIFICATIONS FOR LEARNING DOMAIN #29
TRAFFIC ACCIDENT INVESTIGATION

April 1, 1997

I. INSTRUCTIONAL GOALS

The goals of instruction on **Traffic Accident Investigation** are to provide students with:

- A. ~~an understanding of the basic concepts that underlie traffic collision scene management; a knowledge of an officer's responsibilities at the scene of a traffic collision;~~
- B. ~~the skills~~ the ability needed to manage the scene of a traffic collision;
- C. ~~the knowledge and skills needed to investigate a traffic collision, collect evidence, and determine the cause of the collision; and~~ the ability to conduct a traffic collision investigation;
- D. ~~the knowledge and skills needed to prepare a traffic collision sketch and report;~~
- D. the ability to prepare an accurate, legible traffic collision sketch which records the officer's opinion as to how the collision occurred;
- E. the ability to write a traffic collision report; and
- F. an understanding of traffic collision terminology.

II. REQUIRED TOPICS

The following topics shall be covered:

- A. Traffic collision scene management responsibilities including:
 - 1. Establishing accident scene priorities and developing a plan of action
 - 2. Identifying and controlling scene hazards

3. Providing first aid for the injured parties
 4. Protecting the collision site
 5. Evaluating and requesting additional assistance if needed
- B. ~~Traffic collision investigation including the collection and preservation of evidence~~ Tasks associated with traffic collision investigation including:
1. Identifying and preserving collision evidence
 2. Information gathering and interviewing of involved parties, passengers or witnesses
 3. Establishing the point(s) of impact/area(s) of impact
 4. Determining the primary collision factor
- C. ~~Preparing a traffic collision sketch~~ The components of a legible traffic collision sketch that records the officer's opinion as to how the collision occurred including:
1. Compass direction
 2. Basic measurements of the roadway
 3. Appropriate symbols/illustrations
 4. Point(s) of impact/area(s) of impact
 5. Travel paths of vehicles and parties involved
 6. Reference points and direction
 7. Items labeled appropriately (parties, streets, signs, etc.)
- D. ~~Writing a traffic collision report~~ The components of a traffic collision report document including:
1. Description of injuries
 2. Identification of involved parties and vehicles

3. Time and location of collision events
4. Chronology of the collision events
5. Elements unique to hit-and-run and driving-under-the-influence collisions
6. Primary and associated collision factors
7. Point(s) of impact/area(s) of impact
8. Scene sketch

E. Law enforcement responsibilities at a traffic collision scene including:

1. Protection of injured parties and the collision site
2. Performance of investigative tasks
3. Completion of the traffic collision report

F. Traffic collision terminology

III. REQUIRED TESTS

The following tests shall be administered:

- A. ~~An exercise test that requires the student to manage the scene of a simulated traffic collision, investigate the collision, and prepare a report~~
- B. ~~An exercise test that requires the student to prepare a traffic collision sketch based on a simulated traffic collision scene~~
- C. ~~An exercise test that requires the student to collect and preserve evidence from a simulated traffic collision scene~~

An exercise test that requires the demonstration of the following:

1. An understanding of an officer's responsibilities at a traffic collision scene including:
 - a. Protection of injured parties and the collision site

- b. Performance of investigative tasks
 - c. Completion of a traffic collision report
- 2. The ability to manage a traffic collision scene including:
 - a. Establishing scene priorities and developing a plan of action
 - b. Identifying and controlling scene hazards
 - c. Providing first aid for the injured parties
 - d. Protecting the collision site
 - e. Evaluating and requesting additional assistance if needed
- 3. The ability to perform traffic collision investigative tasks including:
 - a. Identifying and preserving collision evidence
 - b. Information gathering and interviewing of involved parties or witnesses
 - c. Establishing the point(s) of impact/area(s) of impact
 - d. Determining the primary collision factor
- 4. The ability to complete a traffic collision report including:
 - a. Description of injuries
 - b. Identification of involved parties and vehicles
 - c. Time and location of collision events
 - d. Chronology of the collision events
 - e. Elements unique to hit and run and driving under the influence collisions
 - f. Primary and associated collision factors
 - g. Point(s) of impact/area(s) of impact

h. Scene sketch

5. The ability to complete a legible traffic collision sketch that records the officer's opinion as to how the collision occurred which includes:

a. Compass direction

b. Basic measurements of the roadway

c. Appropriate symbols/illustrations

d. Point(s) of impact/area(s) of impact

e. Travel paths of vehicles and parties involved

f. Reference points and direction

g. Items labeled appropriately (parties, streets, signs, etc.)

IV. REQUIRED LEARNING ACTIVITIES

~~None~~

Given a simulated traffic collision problem, the student will participate in a learning activity that will reinforce the student's understanding of traffic collision investigative techniques including:

1. Determining compass direction

2. Methods to determine the point(s) of impact/area(s) of impact

3. Identification of physical evidence

4. Scene measurement techniques

V. HOURLY REQUIREMENTS

Students shall be provided with a minimum of **12 hours** of instruction on traffic accident investigation.

VI. ORIGINATION DATE

January 1, 1996

RESERVE TRAINING MODULE D
SPECIFICATIONS FOR LEARNING DOMAIN #30
PRELIMINARY INVESTIGATION

April 1, 1997

I. INSTRUCTIONAL GOALS

The goals of instruction on **Preliminary Investigation** are to provide students with:

- ~~A.~~ ~~the knowledge and skills needed to conduct a preliminary investigation of specific crimes such as child abuse, burglary, and grand theft;~~
- BA. the knowledge and skills needed to conduct a preliminary investigation and assist survivors of a sudden infant death; and an understanding of the nature of Sudden Infant Death Syndrome (SIDS) and the handling of cases involving the sudden deaths of infants;
- GB. the knowledge and skills needed to provide accurate and effective courtroom testimony;
- C. ability to locate the common types of evidence found at a crime scene and identify the correct methods of collecting, preserving, marking and packaging the evidence;
- D. the ability to conduct an effective interview and an understanding of interview techniques;
- E. an understanding of current case decisions related to interrogations and the ability to demonstrate effective interrogation techniques;
- F. knowledge of the roles and responsibilities of a peace officer in a criminal investigation including the eight components of a preliminary investigation;
- G. the ability to identify indicators of death and identify the correct course of action in a death investigation;
- H. the ability to understand and apply appropriate investigative techniques to distinct types of crimes; and

- I. the ability to conduct a complex investigation such as sexual assault, child abuse, neglect or sexual exploitation.

II. REQUIRED TOPICS

The following topics shall be covered:

- A. ~~Initial actions to be taken when conducting a preliminary investigation~~
Eight components of a preliminary investigation including:

- ~~1. — generation of a crime scene broadcast~~
- ~~2. — controlling access to a crime scene~~
1. Proceed safely to the scene
2. Determine need for emergency medical services and aid any injured persons
3. Verify that a crime, if any, has occurred
4. Identify and arrest the perpetrator(s), if appropriate
5. As soon as possible, provide dispatch with any suspect information including physical descriptions, direction of flight, mode of travel, and other pertinent information
6. Contain and protect the crime scene and cause the proper collection of evidence
7. Locate and interview witnesses and identify other sources of information
8. Collect all available information necessary to write a clear and accurate report (who, what, when, where, why and how)

- B. Courtroom demeanor and testimony

- C. ~~Techniques for investigating the following types of incidents~~ property crimes including:

1. ~~a~~ Auto theft

2. bBurglary

3. ~~child abuse, neglect, and sexual exploitation~~

4. ~~felony assault~~

53. gGrand theft

D. Death recognition

6E. homicide Techniques for investigating the following deaths including:

1. Homicide

2. Suicide

3. Sudden Infant Death Syndrome (SIDS)

4. Manslaughter

5. Accidental deaths

F. Techniques for investigating crimes against persons including:

71. kKidnapping

82. pPoisoning

93. rRobbery

G. Techniques for investigating complex crimes including:

401. sSexual assault

2. Child abuse, neglect and sexual exploitation

41. ~~sudden infant death~~

42. ~~suicide~~

43. ~~unattended death~~

H. Case decisions related to interrogations

I. Effective interrogation techniques

III. REQUIRED TESTS

The following tests shall be administered:

A. The POST-constructed knowledge test for Learning Domain #30

~~B. An exercise test which requires the student to complete "chain of custody" forms~~

B. An exercise test that requires the student to systematically search a simulated crime scene and generate crime scene notes and a crime scene sketch. The exercise shall minimally test the student's ability to:

1. Use a systematic method to search the scene and recover all items of evidence
2. Generate crime scene notes that document observations, scene conditions and investigative actions
3. Generate a crime scene sketch that includes measurements, reference points, identification of evidence, a legend and the direction of north
4. Locate latent and plastic prints placed on objects of varying texture and color
5. Complete the necessary forms generally utilized by law enforcement to insure the chain of custody

C. An exercise test which requires the student to identify the types of information and community resources that may assist SIDS survivors. The exercise shall minimally require the student to explain:

- A. SIDS facts to involved parties, as appropriate
- B. Required investigative tasks and need for complete investigation
- C. Availability of local and regional SIDS survivor support groups
- D. How to make a referral to the county public health nurse

- E. Which State agencies are responsible for SIDS education, SIDS survivor counseling and support
- F. How to notify county coroner's office/medical examiner's office.
- D. A scenario test that requires the student to conduct a preliminary investigation of a simulated crime scene. The scenario shall minimally test the student's ability to:
1. Proceed safely to the scene
 2. Determine need for emergency medical services and aid any injured persons
 3. Verify that a crime, if any, has occurred
 4. Identify and arrest the perpetrator(s), if appropriate
 5. As soon as possible, provide dispatch with any suspect information including physical descriptions, direction of flight, mode of travel, and other pertinent information
 6. Contain and protect the crime scene and cause the proper collection of evidence
 7. Locate and interview witnesses and identify other sources of information
 8. Collect all available information necessary to write a clear and accurate report (who, what, when, where, why and how)
- ~~E. A scenario test which requires the student to perform the tasks required of an officer conducting a preliminary investigation of a burglary~~
- ~~F. A scenario test which requires the student to perform the tasks required of an officer conducting a preliminary investigation of a grand theft~~
- ~~G. A scenario test which requires the student to perform the tasks required of an officer conducting a preliminary investigation of a felonious assault~~
- HE. A scenario test which requires the student to perform the tasks required of an officer conducting a preliminary investigation of a sexual assault. The scenario shall minimally test the student's ability to:

1. Apply laws related to sex crimes
2. Maintain an objective attitude towards the investigation of sex crimes
3. Understand the behavioral, emotional or physical reaction of the sex crime victim
4. Prioritize and perform investigative tasks
5. Conduct a comprehensive interview with the victim
6. Interrogate the suspect and obtain a confession
7. Collect evidence from the suspect

H. A scenario test which requires the student to perform the tasks required of an officer conducting a preliminary investigation of a homicide. The scenario shall minimally test the student's ability to:

1. Perform initial response actions
2. Determine if medical assistance is needed
3. Check for signs of life
4. Determine death based upon objective signs
5. Classify the mode of death
6. Determine the need for and summon assisting personnel or a supervisor
7. Manage and protect a crime scene

JG. A scenario test which requires the student to perform the tasks required of an officer conducting a preliminary investigation of either a child abuse, child neglect, or child sexual exploitation. The scenario shall minimally test the student's ability to conduct investigations to include:

1. Establishing elements of the crime
2. Protecting the child's safety

3. Identifying the suspect
4. Locating witnesses
5. Recovering physical evidence, photographs and statements
6. Demonstrating a knowledge of child abuse reporting procedures
7. Demonstrating a knowledge of the contents in a child abuse report
8. Effectively interviewing a child who may have been a victim of child abuse or sexual assault to include:
 - a) Gaining the child's confidence
 - b) Remaining neutral in the interview
 - c) Speaking to the child in a level the child understands
9. Taking the child into protective custody

K. ~~A scenario test which requires the student to perform the tasks required of an officer conducting a preliminary investigation of a suicide~~

IV. REQUIRED LEARNING ACTIVITIES

- A. Participation in a ~~facilitated discussion~~ learning activity relating to actions which should be taken during the preliminary investigation of a SIDS death
- B. Participation in a ~~facilitated discussion~~ learning activity relating to actions which should be taken during the preliminary investigation of a kidnapping including a felonious assault on the victim(s)
- C. Participation in a ~~facilitated discussion~~ learning activity relating to actions which should be taken during the preliminary investigation of a robbery
- D. Participation in a ~~facilitated discussion~~ learning activity relating to actions which should be taken during the preliminary investigation of an unattended death including the factors that indicate suicide
- E. Participation in a ~~facilitated discussion~~ learning activity relating to actions which should be taken during the preliminary investigation of an auto theft

which includes the specific elements of burglary and grand theft

- F. Participation in a ~~facilitated discussion~~ learning activity relating to actions which should be taken during the preliminary investigation of a poisoning
- G. Participation in a ~~discussion/critique~~ learning activity involving of one or more simulated interviews or interrogations
- H. Participation in a simulated criminal trial by providing or critiquing testimony

V. **HOURLY REQUIREMENTS**

Students shall be provided with a minimum of 36 hours of instruction on preliminary investigation.

VI. **ORINATION DATE**

January 1, 1996

VII. **REVISION DATES**

April 1, 1997

RESERVE TRAINING MODULE D
SPECIFICATIONS FOR LEARNING DOMAIN #33
PERSON SEARCHES/BATON

April 1, 1997

I. INSTRUCTIONAL GOALS

The goal of instruction on **Person Searches/Baton** are to provide students with:

- A. ~~an understanding of how~~ the knowledge, skill and ability needed to conduct a person search including a search of a member of the opposite sex;
- B. ~~an understanding of how to~~ the knowledge, skill and ability needed to effectively use restraint devices;
- C. ~~an understanding of how to~~ the knowledge, skill and ability needed to effectively position and transport prisoners;
- D. the ability to use weaponless defense techniques to control a resisting prisoner or suspect;
- E. the knowledge, skill and ability to use the baton to control a resisting prisoner or suspect; and
- F. the knowledge, ~~and skill~~ and ability needed to act as cover officer while another officer searches a suspect.

II. REQUIRED TOPICS

The following topics shall be covered:

- A. Techniques and methodologies for ~~C~~conducting a person search
- B. Searching a person of the opposite sex
- C. Providing cover for the officer doing the search
- D. Use of restraint devices
- E. Transporting prisoners

- F. Weaponless defense techniques to include:
 - 1. Control hold(s)
 - 2. Takedown technique(s)
 - 3. Carotid restraint techniques including first aid
- G. Use of the baton
- H. Weapon retention
- I. Gun takeaway

III. REQUIRED TESTS

The following tests shall be administered:

- A. An exercise test that requires the student to act as cover officer for another officer searching a suspect
- B. An exercise test that requires the student to search a suspect
- C. An exercise test that requires the student to handcuff single and multiple suspects
- D. An exercise test that requires the student to position prisoners in a vehicle for transportation to another location
- E. An exercise test that requires the student to demonstrate a control hold
- F. An exercise test that requires the student to demonstrate a take down
- G. An exercise test that requires the student to demonstrate the carotid restraint
- H. An exercise test that requires the student to demonstrate a front and rear gun take away from a suspect armed with a handgun
- I. An exercise test that requires the student to demonstrate a gun retention technique with the officer's handgun in hand and in the holster

- J. An exercise test that requires the student to demonstrate the use of the baton

IV. REQUIRED LEARNING ACTIVITIES

None

V. HOURLY REQUIREMENTS

Students shall be provided with a minimum of **42 hours** of instruction on person searches and use of the baton.

VI. ORIGINATION DATE

January 1, 1996

VII. REVISION DATES

April 1, 1997

RESERVE TRAINING MODULE D

SPECIFICATIONS FOR LEARNING DOMAIN #36 INFORMATION SYSTEMS

April 1, 1997

I. INSTRUCTIONAL GOALS

The goals of instruction on **Information Systems** are to provide students with:

- A. an understanding of the type of information contained in the local, state and national information systems ~~available~~ accessible to California law enforcement agencies;
- B. knowledge of the minimum information requirements for generating a system inquiry related to the following categories:
 - 1. Wanted persons
 - 2. Property, vehicles and firearms
 - 3. Criminal histories
 - 4. DMV information
 - 5. Miscellaneous information;
- C. an understanding of the laws relating to access and dissemination of information from the system; and
- D. ~~an understanding~~ knowledge of the California Department of Justice policies and procedures ~~of the Department of Justice~~ regarding the use of information systems including verification, confirmation, and access governing use of the system.

II. REQUIRED TOPICS

The following topics shall be covered:

- A. California Penal Code and California Government Code sections governing access and dissemination of information from the system

- B. California Department of Justice policies and procedures governing access, dissemination, and verification of system information
- C. National Crime Information Center (NCIC) policies and procedures governing access, dissemination, and verification of system information
- D. The minimum information needed to search the criminal justice database for information about persons, vehicles/vessels, property, and firearms.

III. REQUIRED TESTS

The POST-constructed knowledge test for Learning Domain #36

IV. REQUIRED LEARNING ACTIVITIES

~~Students shall participate in an instructor-led discussion of how to use the criminal justice information system to retrieve specific types of information. The instructor will describe a hypothetical investigation and the students will discuss how the system could be used to retrieve information needed by the investigators. A variety of methods (e.g., videotape depictions or simulations) can be used to present the hypothetical investigation to the students.~~

The student will participate in a learning activity that simulates an incident in which information is required to complete a preliminary investigation. The activity shall reinforce the student's knowledge and understanding of the types of information accessible to law enforcement through local, state and national information systems. During the activity the student shall demonstrate a knowledge of the minimum information requirements for generating a system inquiry related to the following categories:

1. Wanted persons
2. Property, vehicles and firearms
3. Criminal histories
4. DMV information
5. Miscellaneous information

V. HOURLY REQUIREMENTS

Students shall be provided with a minimum of 4 hours of instruction on information systems.

VI. ORIGINATION DATE

January 1, 1996

VII. REVISION DATES

April 1, 1997

RESERVE TRAINING MODULE D
SPECIFICATIONS FOR LEARNING DOMAIN #38
GANG AWARENESS

April 1, 1997

I. INSTRUCTIONAL GOALS

The goals of instruction on **Gang Awareness** are to provide students with:

- A. knowledge of the types of gangs in California;
- B. an understanding of gang culture and dynamics;
- C. an understanding of the law enforcement methods that are useful in suppressing gang activity;
- D. knowledge of criteria which can assist in identifying suspected gangs, gang subgroups, gang crimes, and individual gang members;
- E. knowledge of how to interpret graffiti and other gang communications;
- F. an understanding of how to identify gang territory;
- G. an understanding of the importance of appropriate and thorough documentation of both gang members and gang activities;
- H. an understanding of officer safety ~~issues particular to gang contacts~~ techniques in gang-related contacts, detentions and arrests; and
- I. knowledge of laws related to criminal gang activity.

II. REQUIRED TOPICS

The following topics shall be covered:

- A. Categories and types of gangs
 - 1. Street (Hispanic, Bblack, ~~W~~white, Asian, multi-racial)
 - 2. Organized crime

3. Outlaw Motorcycle
 4. Prison
- B. How gangs attract and hold members
- C. Gang culture and ~~characteristics~~ dynamics
- D. Indicators of gang-related ~~Gangs and~~ criminal activity
1. Victim is a gang member
 2. Suspect is a gang member
 3. Type of crime
 4. Number of suspects
 5. Suspect descriptions with emphasis on teenagers and young adults
 6. Location of crime (hangout, territory)
 7. Type of vehicle(s)
 8. Victim or witness opinions
 9. Gang attire
 10. Slogans, hand signs
- E. ~~Enforcement methods~~ Methods to reduce the impact of gangs:
1. Suppression
 2. Enforcement
 3. Investigation
 4. Prosecution
- F. ~~Gang identification~~ Indicators of gang territory

1. ~~Subgroups~~

2. ~~Territory~~

1. Graffiti

2. Violent crime

3. Active gang members

G. Gang Member Identification

1. ~~Associates~~ Admission of gang membership or association

2. Observed associating with known gang members on a regular basis

3. Tattoos indicating gang membership

4. Gang clothing, symbols, etc., that identify the person with a specific gang

5. Pictured in a photograph with known gang members and/or observed using gang-related hand signs

6. Name is on a gang document, hit list, or gang-related graffiti

7. Identification as a gang member by a reliable source

8. Arrested in the company of identified gang members or affiliates or participates in a gang-related crime

9. Corresponds with known gang members or writes and/or receives correspondence about gang activities

10. Writes about gangs (graffiti) on walls, books, papers, etc.

11. Attendance at gang functions or known gang hangouts

H. ~~How to interpret~~ Interpreting gang communications

1. Specific individual or gang involved

2. Neighborhood or area
3. Indicators of pending or past gang conflicts
4. Graffiti
5. Tattoos
6. Other types of communication
- I. Officer safety considerations techniques in gang-related contacts, detentions and arrests particular to gang contact
- J. Laws related to gangs and gang activity

III. REQUIRED TESTS

None

- A. ~~The POST-constructed knowledge test for Domain #38~~
- B. ~~An exercise test related to the interpretation of gang communications~~

IV. REQUIRED LEARNING ACTIVITIES

- A. ~~Participation in a facilitated group discussion concerning gang dynamics~~
- B. ~~Participation in a facilitated group discussion concerning local/regional criminal gang activities~~

The student will participate in a learning activity to reinforce knowledge of local/regional gang dynamics including recent trends. Topics shall include:

1. Categories of gangs (e.g., street gangs, organized crime gangs, outlaw motorcycle gangs and prison gangs)
2. Types of street gangs (e.g., Hispanic, white, black, Asian, multi-racial)
3. Reasons for gang membership
4. Characteristics common to most gangs
5. Common criminal activities

6. Suppression, investigation, enforcement and prosecution tactics and techniques

7. Officer safety techniques in gang-related contacts, detentions and arrests

V. HOURLY REQUIREMENTS

Students shall be provided with a minimum of **8 hours** of instruction on gangs.

VI. ORIGINATION DATE

January 1, 1996

VII. REVISION DATES

April 1, 1997

RESERVE TRAINING MODULE D
SPECIFICATIONS FOR LEARNING DOMAIN #41
HAZARDOUS MATERIALS AWARENESS

April 1, 1997

I. INSTRUCTIONAL GOALS

The goals of instruction on **Hazardous Materials Awareness** are to provide students with:

- A. the ability to recognize ~~what~~ hazardous materials ~~are~~; the risks and negative outcomes of hazardous materials incidents ~~present~~; and ~~describe~~ the difference in roles between the ~~F~~first ~~R~~esponder at the ~~A~~wareness and the ~~F~~first ~~R~~esponder at the ~~O~~perational level
- B. the ability to recognize a hazardous materials incident through basic clues, warning signs, placards, labels, shipping papers and material safety data sheets; ~~understand the need for a positive safety attitude; and describe a safe approach to a hazardous materials incident~~
- ~~DC.~~ the ability to describe a knowledge of Ffirst Rresponder Aawareness actions; ; including understanding the need for safety, a positive safety attitude, defining a safe approach to a hazardous materials incident, isolation, and making the required notifications to mitigate a hazardous materials incident
- ~~ED.~~ the ability to identify the purpose and need to ~~safely~~ initiate command; cite basic identification and assessment techniques; understand the use of the ~~Department of Transportation~~ North American Emergency Response Guidebook (current ~~DOT~~ NAERG) for basic action planning.

II. REQUIRED TOPICS

The following ~~F~~first ~~R~~esponder ~~A~~wareness level topics shall be covered and the instruction shall be delivered by an instructor certified by the California Specialized Training Institute in accordance with Title 19 of the California Code of Regulations, Chapter 1, Subchapter 2, Section ~~2520(a)(6)~~2530(a):

- A. Introduction of hazardous materials at the ~~F~~first ~~R~~esponder ~~A~~wareness level to include:

1. ~~e~~Qverview of local hazardous materials problems
2. ~~e~~Differences and similarities between hazardous materials incidents and other emergencies
3. ~~the federal agencies where~~ Regulatory agencies which provide definitions can be found for hazardous materials, hazardous chemicals, hazardous substances and hazardous waste
4. United Nations hazard classifications system
5. ~~m~~Multiple hazards and adverse effects of hazardous materials
6. ~~e~~Common local hazardous materials spills, locations and response problems
7. ~~p~~Primary first-responder role which shall include a safe and competent response to a hazardous materials incident within awareness level, resources and capabilities
8. ~~d~~Definition of ~~F~~first ~~R~~responder ~~A~~awareness
9. ~~d~~Definition of ~~F~~first ~~R~~responder ~~O~~operational
10. ~~e~~Essential tactical operations for ~~F~~first ~~R~~responder ~~A~~awareness and ~~O~~operations
11. ~~e~~Qverview of pertinent hazardous materials authorities and regulations

B. Hazardous materials recognition and safety to include:

1. ~~w~~Ways hazardous materials incidents are reported
2. ~~b~~Basic hazardous materials recognition clues
3. ~~h~~Hazardous materials outward warning signs
4. ~~l~~Locations where hazardous materials are manufactured, transported, stored, used and disposed
5. ~~t~~Typical hazardous materials container shapes and packaging

6. DOT placard and labeling system
7. ~~t~~Types, location and content of Material Safety Data Sheets (MSDS) and shipping papers
8. ~~s~~Safety upon recognition, including positive safety attitudes and safe approach tactics
9. ~~w~~Ways hazardous materials incidents can cause death or injury to hazardous materials personnel
10. National Fire Protection Association (NFPA) 704 standard

C. Concepts of safety, isolation and notification to include:

1. ~~F~~irst ~~R~~esponder ~~A~~wareness and ~~O~~perational level basic response requirements
2. ~~f~~First on scene safe initial actions
23. ~~s~~Safe approach distance guides
34. ~~h~~How to conduct a safe assessment
45. ~~e~~Essential field safety guides (do's and don'ts)
56. ~~i~~Isolation and entry denial tactics
67. ~~r~~Relationship of perimeters and zones to scene safety and isolation, including proper terms and differences
78. ~~i~~Identification of hazardous materials resources needed for an emergency response
89. ~~r~~Required notifications at hazardous materials incidents

D. Basic command, identification/hazard assessment and action plans to include:

1. ~~n~~Necessity for establishing command
2. ~~F~~irst ~~R~~esponder role in assuming command

3. Relationship between identification and hazard assessment
 4. Identification and hazard assessment as the basis of the hazardous materials response
 5. Common information sources in identification and hazard assessment
 6. Number of minimum information sources necessary to confirm identification and hazard assessment
 7. Comprehensive review and use of the current DOT North American Emergency Response Guidebook
 8. Familiarization with other hazardous materials reference materials
 9. Review of First Responder Awareness role in local hazardous materials plan and the current DOT Emergency Response Guide
 10. Recognized off-site hazardous materials information centers resources (e.g., Chemical Transportation Emergency Center CHEMTREC)
 11. Components of hazard assessment
 12. Variables and modifying conditions of hazardous materials incidents
 13. Concept of risk versus gain at a hazardous materials incident
 14. Federal and state requirements for hazardous materials action plan
 15. Complexity of identification and hazard assessment at hazardous materials incidents
- E. Basic considerations for conducting a preliminary investigation of a hazardous materials incident or environmental crime
- F. Basic legal aspects of hazardous materials incidents

III. REQUIRED TESTS

The following tests shall be administered:

- A. The POST-constructed knowledge test for Learning Domain #41

IV. REQUIRED LEARNING ACTIVITIES

- A. ~~Participation in a facilitated discussion relating to appropriate First Responder Awareness level actions at the scene of a hazardous materials incident~~
The student shall participate in a learning activity designed to reinforce an understanding of first responder actions at the scene of a hazardous materials incident to include:

1. Identification of the event as a hazardous materials incident
2. Application of recommended safety precautions
3. Use of the North American Emergency Response Guidebook (NAERG) to determine the initial isolation and protective action distances
4. The need to isolate the scene
5. Notification considerations

- B. ~~Participation in a facilitated discussion relating to types of resources available for determining the hazard potential of a variety of suspected hazardous materials~~
The student shall participate in a learning activity designed to reinforce an understanding of the indicators for determining the hazard potential of the suspected material to include:

1. Placard
2. Sign
3. Warning label
4. Any other indication

V. HOURLY REQUIREMENTS

Students shall be provided with a minimum of 4 hours of instruction on hazardous materials.

VII. ORIGINATION DATE

January 1, 1996

VII. REVISION DATES

April 1, 1997

**COMMISSION ON PEACE OFFICER STANDARDS AND TRAINING
PROPOSED REGULATION**

1005. Minimum Standards for Training

(a)(1) through (j)(2) continued.

Continued - All incorporation by reference statements in between (j)(2) and the following:

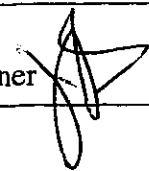
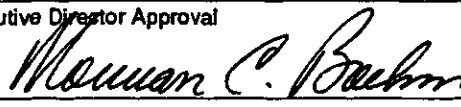
The document Training Specifications for the Reserve Training Module "D" adopted effective August 7, 1996 and amended effective ____*____ is herein incorporated by reference.

Note: Authority cited: Sections 832.6, 13503, 13506, and 13510, 13510.5, and 13519.8 Penal Code. Reference: Sections 832, 832.3, 832.6, 13506, 13510, 13511, 13513, 13514, 13516, 13517, 13519.8, 13520, and 13523, Penal Code.

* Date to be filled in by OAL

COMMISSION ON PEACE OFFICER STANDARDS AND TRAINING

COMMISSION AGENDA ITEM REPORT

Agenda Item Title Proposed Changes to the Regular Basic Course Performance Objectives		Meeting Date January 23, 1997
Bureau Standards and Evaluation	Reviewed By John G. Berner 	Researched By Jim Norborg
Executive Director Approval 	Date of Approval 12-27-96	Date of Report December 19, 1996
Purpose <input checked="" type="checkbox"/> Decision Requested <input type="checkbox"/> Information Only <input type="checkbox"/> Status Report		Financial Impact: <input type="checkbox"/> Yes (See Analysis for details) <input checked="" type="checkbox"/> No

In the space provided below, briefly describe the ISSUE, BACKGROUND, ANALYSIS, and RECOMMENDATION. Use additional sheets if required.

ISSUE

Should the Commission approve changes to the Regular Basic Course performance objectives and learning activities as described in this report?

BACKGROUND

Testing and training requirements for the Regular Basic Course are set forth in *Training Specifications for the Regular Basic Course - 1995*. In addition, for each test required by the training specifications, there is at least one performance objective. Performance objectives are listed, by domain, in *Performance Objectives for the POST Regular Basic Course*. Performance objectives serve as blueprints for constructing the tests administered to Regular Basic Course students. Commission Policy C13 requires that major changes to the objectives (additions or deletions) be approved by the Commission in advance of their adoption. As a matter of practice, virtually all changes to the objectives are approved by the Commission before they are implemented.

Proposed changes to the Regular Basic Course testing and training requirements are the result of monthly meetings between POST staff and subject matter experts. The recommendations of the subject matter experts are presented to the consortium of academy directors for their review before they are brought before the Commission. The goal of this ongoing process of review and revision is to keep the curriculum and tests up to date and technically sound.

Changes to the performance objectives and learning activities proposed in this agenda item are needed to accommodate changes to the Regular Basic Course testing and training requirements proposed in a previous agenda item. If adopted, these changes will align the performance objectives and learning activities, as set forth in *Performance Objectives for the POST Regular Basic Course*, with corresponding changes to the testing and training requirements, as set forth in *Training Specifications for the Regular Basic Course - 1995*. Changes to the performance objectives and learning activities are described below, while changes to the testing and training requirements and the rationale for those changes are described in depth in the previous agenda item.

ANALYSIS

This report describes proposed changes to the performance objectives in five learning domains: Domain 21, Patrol Techniques; Domain 22, Vehicle Pullovers; Domain 23, Crimes in Progress; Domain 27, Missing Persons; and Domain 41, Hazardous Materials Awareness.

Domain 21. The proposed changes to Domain 21, Patrol Techniques, would delete an exercise objective (5.8.4), modify a scenario objective (8.7.4), modify a learning activity (13.21.1), and add a learning activity (13.21.2). If these changes are approved, objective 5.8.4, which requires students to initiate a radio broadcast, will be replaced by a new learning activity (13.21.2), and the ability to initiate a radio broadcast will be assessed in a scenario test (i.e., objective 8.7.4). Proposed changes to the Domain 21 objectives and learning activities are shown in underline-strikeout format in Attachment 1.

Domain 22. The proposed changes to Domain 22, Vehicle Pullovers, would delete two exercise objectives (8.15.2 and 9.8.1), delete one scenario objective (8.9.16), and modify two scenario objectives (8.9.17 and 8.11.1). If these changes are approved, objective 8.15.2, which requires students to conduct a vehicle search, will be deleted because the legal aspects of a vehicle search are covered in Domain 16, Search and Seizure, and because the mechanics of searching a vehicle, which vary from incident to incident, are better taught during field training. Objective 9.8.1, which requires students to determine the acceptability of different forms of identification, also will be deleted, and this skill will be assessed in a scenario test (i.e., objective 8.9.17). Objective 8.9.16, which requires students to make a daylight traffic stop, will be deleted because another objective, 8.9.17, requires students to make a nighttime traffic stop which assesses the same skills as a daytime stop and, in addition, is more difficult. Finally, objectives 8.9.17 and 8.11.1 will be expanded to provide more comprehensive tests of the students' ability to make traffic enforcement stops and high-risk vehicle pullovers. Proposed changes to the Domain 22 objectives are shown in underline-strikeout format in Attachment 2.

Domain 23. The proposed changes to Domain 23, Crimes in Progress, would delete two exercise objectives (8.49.4 and 8.49.5), delete one scenario objective (8.25.5), modify four scenario objectives (8.25.2, 8.25.3, 8.25.4, and 8.37.5), and modify two learning activities (13.23.1 and 13.23.2). If these changes are approved, objectives 8.49.4 and 8.49.5, which require students to perform the duties of a contact and cover officer, will be replaced by enhanced scenarios (i.e., 8.25.2, 8.25.3, and 8.25.4) that provide a comprehensive assessment of the students' ability to respond to crime-in-progress calls. Likewise, objective 8.25.5, which requires student to perform a building search, would be replaced by objective 8.25.3, a burglary-in-progress scenario, which now includes a building search. Finally, minor language changes were made to learning activities 13.23.1 and 13.23.2 to improve clarity. Proposed changes to the Domain 23 objectives and learning activities are shown in underline-strikeout format in Attachment 3.

Domain 27. The proposed changes to Domain 27, Missing Persons, would delete all four knowledge objectives (8.17.9, 8.17.10, 8.17.11 and 8.17.12). If these changes are approved, the effect will be to eliminate the knowledge test for Domain 27. The proposed deletion of objective 8.17.11 is required because an amendment to Penal Code Section 14205 made the

procedures for handling missing persons reports that are listed in this objective inoperative unless the procedures are formally adopted by the governing body of a local law enforcement agency. Since local agencies have exercised their option not to adopt these investigative procedures or to adopt different procedures, it is not possible to write test items for this objective that have statewide applicability. Similarly, an amendment to Penal Code Section 14206 also made the procedures listed in objective 8.17.12 for obtaining the dental or skeletal x-rays of missing persons inoperative unless adopted by the governing body of a local law enforcement agency. Here too, local agencies have exercised their option not to adopt these procedures, and as a result, it is not possible to write test items for this objective that have statewide applicability. Subject matter experts recommended the deletion of objective 8.17.10 because the definitions it requires students to memorize are printed on the Department of Justice form that officers must complete on all missing persons. Therefore, there is no need for students to memorize these definitions. Finally, objective 8.17.9 requires students to identify certain procedures which should be followed in searching for a missing child. While it is difficult but feasible to assess this type of procedural knowledge with multiple-choice test items, the subject matter addressed by this lone remaining objective does not constitute a reasonable basis (i.e., content domain) on which to base an entire paper-and-pencil test. It is therefore recommended that this objective also be deleted. The proposed changes to the objectives in Domain 27 are shown in underline-strikeout format in Attachment 4.

As described in the previous agenda item, the minimum of 4 hours of instruction in Domain 27 will continue, and in fact, the curriculum will be reorganized and expanded. Furthermore, although there would no longer be a POST-constructed knowledge test for this Domain, many academy directors have expressed the intent to develop their own test based on the missing persons' procedures adopted by the local agencies in their region.

Domain 41. The proposed changes to Domain 41, Hazardous Materials Awareness, would modify four knowledge objectives (8.51.5, 8.51.6, 8.51.7, and 8.51.8), add a new knowledge objective (8.51.9), and modify two learning activities (13.41.1 and 13.41.2). If these changes are approved, objective 8.51.9, which requires students to recognize and interpret National Fire Protection Association (NFPA) hazardous materials labels, will be added. The NFPA labelling standards, which apply to fixed site manufacturing and storage facilities, are different from the NAERG labels which are used to identify hazardous materials while they are being transported. Because law enforcement officers respond to fixed site locations that may contain hazardous materials marked in accordance with the NFPA standards, they need to be able to recognize and interpret them. The changes to objectives 8.51.5, 8.51.6, 8.51.7, and 8.51.8 simply reflect that a new emergency guidebook was issued in 1996 and was renamed the "North American Emergency Response Guide Book or NAERG. Finally, changes were made to learning activities 13.41.1 and 13.41.2 to improve their instructional effectiveness. Proposed changes to the Domain 41 objectives and learning activities are shown in underline-strikeout format in Attachment 5.

RECOMMENDATION

Approve the proposed changes to the regular basic course performance objectives and learning activities effective for all academy classes that start on or after April 1, 1997.

Attachment 1
LEARNING DOMAIN #21: PATROL TECHNIQUES

EXERCISE TESTS:

5.8.4 ~~Given an exercise in which there are one or more suspects, the student will initiate a radio broadcast using proper techniques of radio communications which minimally include:~~

- ~~A. — Application of the "ABC's" of radio demeanor (accuracy, brevity, clarity/courtesy)~~
- ~~B. — Waiting until the air is clear before transmitting~~
- ~~C. — Pressing the transmit button firmly and speaking calmly and clearly into the microphone~~
- ~~D. — Recognizing emergency traffic and holding all other transmissions until the termination of the emergency~~
- ~~E. — Knowing the purpose of call signs, their assignments and beat locations~~
- ~~F. — Ensuring message acknowledgement~~
- ~~G. — Conforming with FCC rules and regulations governing radio operations~~
- ~~H. — Using radio codes properly~~

~~At a minimum the simulated broadcast should include:~~

- ~~A. — Type of incident and location~~
- ~~B. — Number of suspects with complete known description~~
- ~~C. — Description of loss, if any~~
- ~~D. — Weapon(s) used~~
- ~~E. — Time, direction of flight and vehicle description~~

RECOMMENDATION: Delete this objective to match the corresponding deletion of this exercise test from the training specifications.

SCENARIO TESTS:

8.7.4 ~~Given a A scenario; test that requires the student to use a patrol vehicle to safely approach pedestrian suspect(s). The student shall will demonstrate safe and effective tactics for approaching pedestrian suspects while utilizing a patrol vehicle to include:—~~

~~These include:~~

- A. Notifying dispatch of the location of the contact with the subject suspect and demonstrating proper radio procedures
- B. Making the approach from the rear and on the same side of the street the suspect subject is on (making a U-turn if necessary)
- C. Consistently keeping the suspect subject in view during the approach

- D. Stopping at a safe and effective distance ~~and~~ using the patrol vehicle ~~for or other available cover and~~ concealment while directing the ~~subject~~ suspect to stop
- E. Using clear and direct verbal commands throughout the detention ~~while directing the subject~~ ~~suspect to a position of tactical advantage~~
- F. Taking a proper position (stance) while talking to the ~~subject~~ suspect

RECOMMENDATION: Modify this objective to match the corresponding modification of this scenario test in the training specifications.

LEARNING ACTIVITIES:

13.21.1 ~~Given a role play, reenactment, simulation, audio visual depiction, word picture or other stimulus material, the student must observe an incident, and after a short delay in time, provide a description of the nature of the event and any pertinent observations made either verbally or in writing. Following these initial observations, the student must participate in a facilitated discussion which involves other students who have observed the same event. The discussion should address:~~
Participation in a learning activity that re-enforces the student's ability to observe an event and after a short delay, describe, either verbally or in writing, the nature of the event and any pertinent observations made

- 1. The nature of the event (what appears to have occurred)
- 2. Physical descriptions of persons involved, if applicable
- 3. Statements made by the involved parties, if any
- 4. Any differences in perception among the students who observed the incident

RECOMMENDATION: Modify this learning activity to match the corresponding modification of this activity in the training specifications.

13.21.2 Participation in a learning activity that re-enforces the student's ability to initiate a radio broadcast using proper procedures and techniques of radio communications which minimally include:

- 1. Type of incident and location
- 2. Number of suspects with complete known description
- 3. Description of loss, if any
- 4. Weapon(s) used
- 5. Time, direction of flight, and vehicle description

RECOMMENDATION: Add this learning activity to match the corresponding addition of this activity to the training specifications.

Attachment 2
LEARNING DOMAIN #22: VEHICLE PULLOVERS

EXERCISE TESTS:

8.15.2 ~~The student will conduct a safe and effective search of a vehicle.~~

RECOMMENDATION: Delete this objective to match the corresponding deletion of this exercise test from the training specifications.

9.8.1 ~~Given an exercise, the student will use interviewing and other techniques to identify the validity, authenticity, and legal acceptability of various types of identification.~~

RECOMMENDATION: Delete this objective to match the corresponding deletion of this exercise test from the training specifications.

SCENARIO TESTS:

8.9.16 ~~Given a simulated traffic enforcement stop during daylight hours, the student will make the stop using the following techniques:~~

- ~~A. — Signals the violator from behind and does not pull alongside~~
- ~~B. — Observes the movements of the driver and any passengers throughout the contact~~
- ~~C. — Maintains a safe distance between the patrol vehicle and the suspect vehicle~~
- ~~D. — Offsets the patrol vehicle to the left or right of the suspect vehicle~~
- ~~E. — Watches for traffic throughout the contact~~
- ~~F. — Keeps the gun hand free during approaches to the suspect vehicle and when in direct contact with driver/passengers~~
- ~~G. — Makes initial contact without advancing beyond the rearmost seat containing passengers~~
- ~~H. — Requires that documents be passed through the open window~~
- ~~I. — Safely returns to the patrol vehicle~~
- ~~J. — Maintains a safe position and good view of the suspect vehicle and traffic while filling out the citation~~
- ~~K. — Safely reapproaches the suspect vehicle and safely recontacts the driver/passengers~~
- ~~L. — Safely returns to the patrol vehicle and, if appropriate, assists the driver to safely reenter traffic~~

RECOMMENDATION: Delete this objective to match the corresponding deletion of this scenario test from the training specifications.

8.9.17 Given A scenario test that requires the student to make a simulated traffic enforcement vehicle pullover stop during the hours of darkness, the student will make the stop using the following techniques:

- A. Signal the violator from behind; and does not pull alongside
- B. Continuously observe the movements of the violator driver and any passengers throughout the contact
- C. Maintain a safe distance between the patrol vehicle and ~~violator's~~ the target vehicle
- D. Offset the patrol vehicle to the left or right of the ~~violator's~~ target vehicle
- E. ~~During the approach, watch for traffic and closely observe the movements of the violator and any passengers~~ Continuously observe for pedestrian and vehicular traffic
- F. Keep gun-hand ~~empty and close to handgun~~ free during approaches to target vehicle and when in direct contact with the driver/passenger(s)
- G. ~~Make the~~ Establish initial violator contact ~~with the violator from a position slightly behind the front seat~~ in a safe and tactically sound manner
- H. ~~If there are occupants in both front and rear seats, take a position slightly behind the rear seat~~ Safely obtain and determine the validity, authenticity and legal acceptability of identification
- I. ~~Complete the citation from a position of safety with a good view of the violator's vehicle and traffic~~ Safely return to the patrol vehicle
- J. Maintain a safe position with a view of the target vehicle and traffic during the detention
- K. Safely re-approach the target vehicle and recontact the driver/passenger(s)
- LJ. ~~Remain in safe location~~ Safely return to the patrol vehicle and, if appropriate, assist the driver violator to safely reenter traffic

8.11.1

~~Given exercises involving the stopping of a vehicle containing high risk suspect(s), the student will safely stop the vehicle, remove and place the occupant(s) in a position of disadvantage without the officer(s) being placed in a dangerous position~~ A scenario test that requires the student to make a simulated high-risk vehicle pullover and minimally:

- A. Notify communications and follow until assistance/backup is on the scene
- B. Demonstrate the ability to stop the vehicle using proper position, distance and lightening
- C. Watch for movements inside the target vehicle
- D. Take a proper position of cover/concealment
- E. Maintain firearm at the ready
- F. Use clear, audible and direct commands
- G. Direct suspect(s) out of the target vehicle and into a position of disadvantage
- H. Visually search the vehicle for additional suspects

Attachment 3

LEARNING DOMAIN #23: CRIMES IN PROGRESS

EXERCISE TESTS:

- 8.49.4 ~~Given an exercise the student will properly discharge the duties of a contact officer. These duties include:~~
- ~~A. Designating contact/cover officers~~
 - ~~B. Maintaining communications with cover officer~~
 - ~~C. Maintaining position relative to cover officer~~
 - ~~D. Delegating responsibilities to cover officer~~

RECOMMENDATION: Delete this objective to match the corresponding deletion of this exercise test from the training specifications.

- 8.49.5 ~~Given an exercise, the student will properly discharge the duties of a cover officer. These duties include:~~
- ~~A. Maintaining communications with contact officer~~
 - ~~B. Maintaining position relative to contact officer~~
 - ~~C. Performing assignments directed by contact officer~~
 - ~~D. Maintaining awareness of surroundings~~

RECOMMENDATION: Delete this objective to match the corresponding deletion of this exercise test from the training specifications.

SCENARIO TESTS:

- 8.25.2 Given a A scenario test that requires the student to demonstrate the skills necessary to effectively respond and investigate a simulated prowler incident as the assigned contact officer to include: will, while wearing body armor, participate in a simulated prowler call and will safely and effectively respond by:
- A. Making a quiet and tactically sound approach with the patrol car
 - B. Making a silent, undetected approach on foot
 - C. Effectively using cover and concealment during the approach on foot and communicating with the cover officer
 - D. Searching for, locating and detaining the subject(s)
 - E. Conducting a lawful search for weapons
 - F. Interviewing the suspect(s) to establish sufficient probable cause for an arrest
 - G. ~~Determining that the crime of prowling (Penal Code Section 647g) has occurred~~
 - HG. Arresting the suspect Using proper search and handcuffing techniques without endangering self or cover officer

RECOMMENDATION: Modify this objective to match the corresponding modification of this scenario test in the training specifications.

8.25.3

~~Given a A scenario, test that requires the student will, while wearing body armor, participate in to demonstrate the skills necessary to effectively respond to and investigate a simulated burglary-in-progress call, and will safely and effectively respond by incident involving suspect(s) concealed in a building to include:~~

- A. Coordinating with other responding units
- B. Making a quiet and tactically sound approach with the patrol car
- C. Making a silent and undetected approach on foot
- D. Effectively using cover and concealment during the foot approach and exterior area search
- E. Searching the exterior of the building and locating the point of entry
- F. Requesting resources
- G. Notifying assisting units/dispatch of current status and developments
- H. Securing the perimeter and ordering any possible occupants out of the building
- I. Using a cover officer(s) and communicating a plan for the building entry/search
- J. Making a tactically sound building entry
- K. Using a systematic searching method
- L. Using safe tactics during the search
- M. Finding and arresting the any suspect(s)
- N. Immediately removing the any suspect(s) from the building
- O. Completing the building search after the any suspect(s) has been removed

RECOMMENDATION: Modify this objective to match the corresponding modification of this scenario test in the training specifications.

8.25.4

~~Given a A scenario, test that requires the student will, while wearing body armor, participate in to demonstrate the skills necessary to effectively respond to and investigate a simulated robbery-in-progress call, and will safely and effectively respond by incident to include:~~

- A. Coordinating with other responding units
- B. Making a quiet and tactically sound approach with the patrol car
- C. Making a silent and undetected approach on foot
- D. Using and maintaining cover and/or concealment
- E. Notifying assisting units and dispatch of ~~the current status and developments as they occur~~
- F. ~~Challenging the suspect while maintaining cover~~ Maintaining cover and/or concealment while surveilling the incident
- G. Requesting and deploying additional resources to achieve full perimeter containment
- H. If appropriate, telephoning the location to direct any occupants out

- II. Ordering the exiting occupants to a position of disadvantage and handling them as suspects until identity is determined
- JH. ~~Completing a~~ Demonstrating safe arrest techniques and a thorough search of the suspect without endangering self or cover officer
- K. Securing the scene by completing a search of the premises

RECOMMENDATION: Modify this objective to match the corresponding modification of this scenario test in the training specifications.

8.25.5 ~~Given a scenario, the student will participate in a simulated situation that requires a building/area search. The student will safely and effectively search the building/area by:~~

- A. ~~Establishing a perimeter and planning the search~~
- B. ~~Searching outside of building for point of entry~~
- C. ~~Attempting to contact the owner for a key and information about the building~~
- D. ~~Using a loudspeaker or other appropriate method to communicate with suspects from outside the building~~
- E. ~~If appropriate, properly using the flashlight and/or turning on interior lights~~
- F. ~~Using a canine unit, if one is available~~
- G. ~~Informing other units before entering the building~~
- H. ~~Using only one entrance~~
- I. ~~Searching with at least two officers using cover and concealment while avoiding silhouetting~~
- J. ~~Checking behind all doors and searching any area large enough to conceal a suspect~~
- K. ~~Closing all doors after each room has been thoroughly searched~~
- L. ~~Systematically searching multi-story buildings one floor at a time~~
- M. ~~Not abandoning the search until all areas have been searched~~

RECOMMENDATION: Delete this objective to match the corresponding deletion of this scenario test in the training specifications.

8.37.5 ~~Given a A scenario; test that requires the student will participate in to demonstrate the ability to react appropriately to a simulated ambush of an officer on foot or ambush of an officer in a patrol car, and will respond appropriately.~~

~~An appropriate response for an ambush of an officer on foot consists of:~~

- A. ~~Taking~~ Using and maintaining cover and concealment (attempting to exit the "kill zone" to the extent possible)
- BC. Assessing the situation
- CB. Locating the suspect(s) and responding with an appropriate level of force

- D. ~~Warning bystanders~~ Communicating an action plan for the safe deployment of responding units
- E. ~~Calling for assistance~~

~~An appropriate response for an ambush of an officer in a patrol car consists of:~~

- A. ~~Immediately exiting the "kill zone" or turning into available cover~~
- B. ~~Taking cover and drawing weapon~~
- C. ~~Notifying dispatch of situation~~
- D. ~~Safely deploying responding units~~

RECOMMENDATION: Modify this objective to match the corresponding modification of this scenario test in the training specifications.

LEARNING ACTIVITIES:

- 13.23.1 ~~Given a role play, reenactment, simulation, video depiction, word picture, or other stimulus material of a crime in progress, t~~ The student will shall participate in a learning activity that re-enforces an understanding of law enforcement response to a variety of high-risk situations including facilitated discussion regarding a proper tactical response.

~~At a minimum, the types of incidents should include:~~

1. Person with a gun
2. Shots-fired call
3. Officer down
4. Suspicious circumstances/unknown trouble
5. Firebomb assault
6. Suicidal person

~~The discussion should address, but not necessarily be limited to, the following issues as they apply to the situation:~~

1. ~~Method of response~~
2. ~~Approach~~
3. ~~Scene containment~~
4. ~~Scene searches~~
5. ~~Use of cover units, canines, and special units~~
6. ~~Criticality of the situation~~
7. ~~Tactical retreat~~

RECOMMENDATION: Modify this learning activity to match the corresponding modification of this activity in the training specifications.

13.23.2

The student shall be Given a series of drawings, sketches, photographs or other visual depictions of locations where a crime is allegedly in progress, the student will indicate, either verbally or in writing:

1. A suggested approach to the location
2. An effective placement of perimeter units
3. An acceptable scene search pattern

RECOMMENDATION: Modify this learning activity to match the corresponding modification of this activity in the training specifications.

LEARNING DOMAIN #27: MISSING PERSONS

KNOWLEDGE TEST:

8.17.10 ~~Given a word picture depicting the circumstances surrounding a possible missing person incident, the student will identify whether or not a missing person situation exists, and if so, what type of incident it would be considered to be under the law.~~

- ~~A. Involuntary missing~~
- ~~B. Parental abduction~~
- ~~C. Runaway~~
- ~~D. Missing, reason unknown~~

RECOMMENDATION: Delete this objective. The definitions of these terms are printed on the Department of Justice form that officers must complete on all missing persons. Therefore, there is no need for students to memorize these definitions.

8.17.11 ~~Given a word picture depicting a report of a missing person, the circumstances surrounding the disappearance, and the manner in which the officer responded, the student will identify if the response was appropriate.~~

- ~~A. The circumstances depicted should provide the following types of information:

 - ~~1. The missing person's age (e.g., person is elderly or very young)~~
 - ~~2. The missing person's mental and physical health (e.g., person is mentally disabled, under a doctor's care, etc.)~~
 - ~~3. Length of time the person has been missing~~
 - ~~4. Location of disappearance (e.g., skid row, mountain wilderness, suburb)~~
 - ~~5. Environmental factors (e.g., wind, rain, low temperature, high temperature)~~
 - ~~6. Suspicious circumstances (e.g., evidence of a crime or foul play, no prior history of disappearing)~~
 - ~~7. Mode or modes of transportation available to the missing person~~~~
- ~~B. The circumstances depicted should require one of the following responses:

 - ~~1. Made a local "Be on the Lookout" (BOL) broadcast if the missing person was under 12 years of age or at risk or missing under suspicious circumstances~~
 - ~~2. Searched the area in which the person was last seen~~
 - ~~3. Investigated the possibility of parental abduction~~
 - ~~4. Contacted other agencies (e.g., law enforcement, search and rescue agencies, news media etc.)~~
 - ~~5. Obtained a description and a recent photograph of the missing person~~
 - ~~6. Conducted a department records check in an effort to develop any additional information regarding the missing person~~~~

- ~~7. Took the report even if out of the officer's jurisdiction, notified the police or sheriff's department having jurisdiction of the missing person's residence address and where the missing person was last seen. If the missing person was under 12 years of age or was at risk, made the notification within 24 hours of receiving the report~~
- ~~8. Gave priority to the missing person report over property crimes~~
- ~~9. Complied with legal requirements for adding a missing person to or removing a missing person from the Missing Unidentified Persons System (MUPS)~~
- ~~10. If the missing person was under 12 years of age or there was evidence the missing person is at risk, entered the information into the Missing Unidentified Persons Systems (MUPS) within 4 hours~~
- ~~11. If a missing person was found, reported the finding to the agency who took the initial report~~
- ~~12. In the event that a missing person has been found before the officer has made the report to DOJ, the officer shall submit the information related to the incident to DOJ~~

RECOMMENDATION: Delete this objective. An amendment to Penal Code Section 14205 made the procedures for handling missing persons reports that are listed in this objective inoperative unless the procedures are formally adopted by the governing body of a local law enforcement agency. Since local agencies have exercised their option not to adopt these investigative procedures or to adopt different procedures, it is not possible to write test items for this objective that have statewide applicability.

8.17.12 ~~Given a word picture depicting a missing person who has not been found, the student will identify the appropriate action to take based on the following guidelines and requirements of law:~~

- ~~A. If the person has been missing for more than 14 days and is under 12 years of age, make sure that dental, medical and photographic records have been obtained~~
- ~~B. If the person has been missing for more than 14 days, is under 18 years of age, and is determined to be at risk, make sure that dental, medical and photographic records have been obtained~~
- ~~C. If the person has been missing for more than 30 days, recontact the law enforcement agencies involved in the case and the reporting party to update information~~
- ~~D. If the person is not found within 45 days, confer with the coroner or medical examiner to determine if the missing person is among the unidentified dead~~

RECOMMENDATION: Delete this objective. An amendment to Penal Code Section 14206 made the procedures listed in this objective for obtaining dental or skeletal x-rays of missing persons inoperative unless the procedures are formally adopted by the governing body of a local law enforcement agency. Since local

agencies have exercised their option not to adopt these procedures, it is not possible to write test items for this objective that have statewide applicability.

8.17.9

~~Given a word picture depicting a search for a missing child, the student will identify if the following procedures for searching for a missing child were applied:~~

- ~~A. — Determined who last saw the child and when and where the missing child was last seen~~
- ~~B. — Received a thorough description of the missing child (physical characteristics and clothing worn)~~
- ~~C. — Didn't assume that a search done by the child's parents, guardian or babysitter was thorough~~
- ~~D. — Searched all spaces in the house where the child could be concealed (e.g., kitchen cabinets, suitcases, under beds, in closets, and clothes dryers); all places in close proximity to the house including abandoned appliances, ice chests, equipment, vehicles, manholes, entrances to basements and attics, septic tank covers, ponds, pools, crawl spaces, wells in the yard and nearby lots~~
- ~~E. — Was alert for signs of violence or foul play~~
- ~~F. — Called for assistance in searching if child is not found~~

RECOMMENDATION: Delete this objective. All other knowledge test objectives have been recommended for deletion for the reasons enumerated above. The subject matter addressed in this lone remaining objective does not constitute a sufficient knowledge base (i.e., content domain) on which to base an entire test.

Attachment 5

LEARNING DOMAIN #41: HAZARDOUS MATERIAL AWARENESS

NOTE:

The training and testing required by the training specifications for this domain are mandated by Section 1797.187 of the Health and Safety Code and regulations promulgated by the Office of Emergency Services under authority of Sections 8574.19 through 8574.21 of the Government Code. This training must be no less than four hours in length and must be delivered by an instructor certified by the California Specialized Training Institute (CSTI). The knowledge test for *Hazardous Materials Awareness* is an "open-book test" which means that each examinee must have access to a copy of the 1996 North American Emergency Response Guidebook (NAERG) while taking the test. The NAERG was developed jointly by Transport Canada, the U.S. Department of Transportation, and the Secretariat of Communications and Transportation of Mexico for use by fire fighters, police, and other emergency services personnel.

KNOWLEDGE TEST:

8.51.5 Given a current North American Emergency Response Guidebook (NAERG) and word picture depicting a hazardous materials incident, the student will locate and identify the following:

- A. The isolation distance
- B. The protective ~~action~~ distance
- C. The guide number to use

Each depiction will include:

- A. ID number, chemical/material name, or placard
- B. The time of day
- C. The size of the spill

RECOMMENDATION: Modify the performance objective to reflect the changes in the new emergency response guidebook.

8.51.6 Given the name, identification number, or placard description of a hazardous material (in the form of a direct question), the student will locate the material in the North American Emergency Response Guidebook (NAERG) and identify its potential hazards.

RECOMMENDATION: Modify the performance objective to reflect the changes in the new emergency response guidebook.

8.51.7 Given the description of a placard (in the form of a direct question), the student will locate the placard in the North American Emergency Response Guidebook (NAERG) and identify its hazardous materials classification.

RECOMMENDATION: Modify the performance objective to reflect the changes in the new emergency response guidebook.

8.51.8

Given the hazardous materials classification number (i.e., class and/or division number) in the form of a direct question, the student will locate the number in the North American Emergency Response Guidebook (NAERG) and identify the descriptive title of the hazard.

RECOMMENDATION: Modify the performance objective to reflect the changes in the new emergency response guidebook.

8.51.9

Given a word picture depicting materials at a manufacturing or storage facility labelled in accordance with NFPA standards, the student will identify the category and degree of the hazard presented by the materials.

A. The NFPA categories for hazardous materials are as follows:

1. Health - The inherent property of a material to cause injury through contact with the body or absorption (including inhalation, ingestion, absorption and injection) into the body. The degree of hazard is shown by a numeral in the blue field on the left side of the diamond-shaped NFPA 704 sign.
2. Flammability - A material's susceptibility to burning. The degree of hazard is shown by a numeral in the red field on the top of the diamond-shaped NFPA 704 sign.
3. Reactivity - A material's susceptibility to release energy (i.e., explode). The degree of hazard is shown by a numeral in the yellow field on the right side of the diamond-shaped NFPA 704 sign.
4. Special hazards - There are several types of special hazard symbols. Special hazards are indicated at the bottom of the diamond-shaped NFPA 704 sign.

Three examples of the symbols are:

- a. W - Materials that react with water
- b. OX or OXY - Materials that possess oxidizing properties
- c. Universal radioactivity symbol (trefoil) - Materials that are radioactive

B. The degrees of hazard are generally indicated by the following numerals:

- 0 = No unusual hazard
- 1 = Minor hazard
- 2 = Moderate hazard
- 3 = Major hazard
- 4 = Extreme hazard

Note: The system for identifying hazardous materials in manufacturing and storage facilities is set forth in NFPA 704, *Standard System for the Identification of the Fire Hazards of Materials*, 1985 Edition, National Fire Protection Association, Batterymarch Park, Quincy, MA 02269.

RECOMMENDATION: Add this performance objective. Law enforcement officers respond to fixed site locations that may contain hazardous materials marked in accordance with the NFPA standards which are different from the marking described in the NAERG. In order to protect themselves and the public from these hazards materials, officers must be able to recognize and interpret NFPA markings.

LEARNING ACTIVITIES:

13.41.1 ~~Given a word picture, scenario, video, reenactment or other depiction of a possible hazardous materials incident, a current Emergency Response Guidebook (ERG) and other appropriate resource materials, the student will participate in a facilitated discussion regarding:~~

The student shall participate in a learning activity designed to reinforce an understanding of first responder actions at the scene of a hazardous materials incident to include:

1. Identification of the event as a hazardous material incident
2. Application of recommended safety precautions
3. Use of the North American Emergency Response Guidebook (NAERG) to determine the initial isolation and protective action distances
4. The need to isolate the scene ~~and to determine whether to evacuate or shelter in place~~
5. Notification considerations

RECOMMENDATION: Modify this learning activity to match the corresponding modification of this activity in the training specifications.


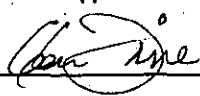
13.41.2 ~~Given a depiction of a container, building or other fixed facility bearing a placard, sign, warning label or other indication of the possible presence of a hazardous material, the student will participate in a facilitated discussion regarding the types of resources available to determine the nature and degree of the hazard and indications of the type of material(s) involved.~~

The student shall participate in a learning activity designed to reinforce an understanding of the indicators for determining the hazard potential of the suspected material to include:

1. Placard
2. Sign
3. Warning label
4. Any other indication

RECOMMENDATION: Modify this learning activity to match the corresponding modification of this activity in the training specifications.

COMMISSION AGENDA ITEM REPORT

Agenda Item Title Proposal for the Evaluation of Prior Reserve Officer Training		Meeting Date January 23, 1997
Bureau Basic Training Bureau	Reviewed By Ken Whitman 	Researched By Staff
Executive Director Approval 	Date of Approval	Date of Report January 7, 1997
Purpose: <input checked="" type="checkbox"/> Decision Requested <input type="checkbox"/> Information Only <input type="checkbox"/> Status Report		Financial Impact: <input type="checkbox"/> Yes (See Analysis for details) <input type="checkbox"/> No

In the space provided below, briefly describe the ISSUE, BACKGROUND, ANALYSIS, and RECOMMENDATION. Use additional sheets if required.

ISSUE

Should the Commission consider enacting new regulations that would provide a system for the evaluation of prior training for reserve officers to meet the training requirements of Module B & Module C?

BACKGROUND

The Irvine Police Department hired Richard C. Thompson as a reserve police officer in April 1990. Based upon an independent evaluation of his training by the department, he was appointed as a Designated Level I reserve officer. Prior to his employment with the City of Irvine, Thompson had completed a 240-hour non-certified training course for reserve officers at South Bay Regional Training Center. That 240-hour course also contained a certified course of P.C. 832 training as it was required in 1975. He worked at the Torrance Police Department as a reserve officer from 1975 to 1978.

Thompson also completed a 440-hour regular basic training program at a certified training center in Arizona in 1980. He served as a reserve officer for the Arizona Department of Public Safety until 1983 and then returned to law enforcement as a reserve officer with the Irvine Police Department in 1990. Based upon an independent assessment of Thompson's training the department submitted a Notice of Appointment to POST in April 1990. It indicated he was appointed as a Designated Level I reserve officer and that he had completed the training required in Module A, B, and C. This information was an apparent misunderstanding of POST regulations by the Irvine Police Department staff.

In July 1996 Thompson applied for a reserve certificate, and it was discovered that he had only complied with the P.C. 832 training in 1975. Prior to 1979 no reserve officer or training records were compiled by POST. The discovery that Thompson was deficient in his prior documented training resulted in a letter to the Irvine Police Department on August 15, 1996

outlining the problem and some suggested solutions to bring Thompson's training deficiencies into compliance (see Attachment A).

On December 10, 1996, POST received a letter from Chief Charles Brobeck requesting assistance in resolving the issue of Thompson's status and recommending that the Commission enact new regulations that could be used to do an evaluation of prior reserve training to determine if it met the requirements of Modules B and C. Chief Brobeck's letter is enclosed as Attachment B, and the Executive Director's response letter is enclosed as Attachment C. The Irvine Police Department letter also included some suggestions on how to structure wording for the new regulations that would provide for equivalency evaluation of training for Modules B and C for Level 1 reserve officer appointments.

The Commission began formally tracking reserve officers in 1979. There was a two-year window of time between 1979 and 1981 when a chief or sheriff could sign an attestation statement that a reserve officer had sufficient (though non-POST certified) training to qualify for a Reserve Certificate. During that same period of time, a reserve officer could have applied for and taken a knowledge test to qualify for the certificate in the event that the chief or sheriff would not sign the attestation statement. Mr. Thompson was no longer a reserve officer and was totally disassociated with California law enforcement during that time period. Based on his prior training records that have been submitted by the Irvine Police Department, Thompson would have been eligible to receive his reserve certificate had he been actively involved in California law enforcement at that time.

ANALYSIS

Currently there is no formalized procedure or regulation that permits evaluation of any prior training for reserve officers. Reserve officers may qualify for evaluation in the Basic Course Waiver process. A reserve officer can also be qualified by completing a Level I reserve academy or completing a Regular Basic Course in either the intensive or extended formats.

In this instance, Officer Thompson has satisfied the Level III reserve officer training requirement on completion of the P.C. 832 course based on the law in 1975. Using current regulations he would have to complete Modules B and C (total of 158 hours) to be eligible to serve as a Level I reserve officer. Even though Thompson has in excess of 700 hours of prior training and has worked successfully as a reserve officer for a number of years, there is no process other than those outlined above that would allow Thompson to satisfy the required training needed to function as a Level I reserve officer.

The circumstances involved in this case suggests the Commission give consideration to regulations enabling the satisfaction of the reserve Modules B and C requirement through an evaluation of prior training. This would be consistent with the directions identified in the POST strategic plan to identify ways to eliminate redundant training for those who can demonstrate

proficiency. Especially compelling in this case is Thompson's prior completion of the Basic Course required for regular full-time officers in the State of Arizona.

If an evaluation provision were established, it is unknown whether other individuals might be affected. The likelihood is that such a provision could generate a slight volume and a small workload increase to evaluate individuals on a case-by-case basis.

Such an evaluation provision could entail a process relying solely on comparative training, or could also include testing requirements. It may be most appropriate that such a process include (1) documentation of prior equivalent training, (2) written examination, and (3) skills examination. P. C. Section 832.6 (c) allows the Commission to use proficiency testing to satisfy reserve training standards, and the Commission may establish and levy appropriate fees for administering the respective services. If the Commission concurs and decides to adopt an evaluation process for Modules B and C, appropriate proposed regulations could be drafted and scheduled for a public hearing at the April 1997 Commission meeting.

RECOMMENDATION

It is recommended that a proposed new regulation including a procedure to evaluate prior training and proficiency testing for reserve officer Modules B and C be drafted and a public hearing be scheduled for April 1997.

DEPARTMENT OF JUSTICE

DANIEL E. LUNGREN, Attorney General

COMMISSION ON PEACE OFFICER STANDARDS AND TRAINING

1601 ALHAMBRA BOULEVARD
SACRAMENTO, CA 95816-7083

GENERAL INFORMATION

(916) 227-3909

FAX (916) 227-3895

EXECUTIVE OFFICE
(916) 227-2802

August 15, 1996

Charles S. Brobeck, Chief
Irvine Police Department
P.O. Box 19575
Irvine, CA 92713

Dear Chief Brobeck,

I have reviewed the material you provided regarding Reserve Officer Richard C. Thompson. I have also reviewed the POST rules and regulations relating to the administration of reserve operations and administration.

In reviewing the package Officer Susan Davis sent me, I can see why you are committed to keeping Mr. Thompson on your department. His long-time involvement in law enforcement and varied experience merit such support. I also share your concern that it took six years to discover that Mr. Thompson lacks the POST-certified training to be a reserve officer.

Mr. Thompson received his reserve training before POST required or certified reserve academies. Modules A, B and C came into being in 1979, after Mr. Thompson had resigned his reserve commission with Torrance P.D. and moved to Arizona. There was a one year window (1979) when the Chief or Sheriff could sign an attestation statement verifying that a reserve had sufficient (though non-POST-certified) training to qualify for a Reserve Certificate. During that same year, a reserve could have taken a knowledge test to qualify for the certificate, in the event that a Chief or Sheriff would not sign the attestation statement. Mr. Thompson was totally disassociated from California law enforcement at that time.

In reviewing the file, it appears that your staff was under the assumption that Mr. Thompson had completed Modules A, B and C when his Notice of Appointment (POST 2-114) was completed on April 2, 1990. Mr. Thompson was listed as a Designated Level I reserve officer on that form even though he had never received a Basic Course Certificate in the State of California. These declarations were apparent misunderstandings of POST Regulations by your staff.

Charles S. Brobeck

August 15, 1996

Page 2

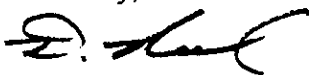
Our records indicate that POST conducted an annual audit of your department on February 7, 1991. It is not known why our automation system did not signal a compliance violation at that time. Mr. Thompson's training profile (attached) plainly shows that he has no POST-certified training.

In reviewing Commission Regulations and after discussing this issue with my Bureau Chief (Ron Allen), I am forced to conclude that Mr. Thompson does not have the proper type of training to qualify him as a Non-designated Level I Reserve Officer. However, I have informed Officer Davis that he may be close to basic course equivalency because of his broad range of non-certified training and experience in both California and Arizona over the past 21 years. This seems incongruous, but it is the way Commission Regulations are structured at this time. The only way Mr. Thompson can legally remain in reserve service is to complete a Level I Reserve Academy, complete a regular basic course (or extended format basic course) or complete the equivalency process.

If you wish to pursue the basic course equivalency process, you should direct Officer Davis or Mr. Thompson to contact Ms. Patricia Cassidy in our Basic Training Bureau. She is responsible for helping applicants through the equivalency process. Pat may be reached at (916) 227-4254.

I am truly sorry that Mr. Thompson finds himself in this position after so many years of service to law enforcement and I hope that he sees his way clear to do what is necessary to continue serving your department. I think your staff knows that I am very supportive of reserve programs and will be available to assist in this matter to the extent I am able.

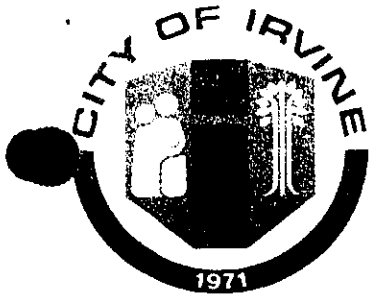
Sincerely,



R.W. "Dick" Reed, Senior Consultant
(916) 227-4873

cc: Ron Allen
Patricia Cassidy

Attachment



Public Safety - Irvine Police Department (714) 724-7000


City of Irvine, One Civic Center Plaza, PO Box 19575, Irvine, California 92713 (714) 724-6000

"In Partnership with the Community"

December 3, 1996

Mr. Norman Boehm, Executive Director
Commission on Peace Officer Standards and Training
1601 Alhambra Boulevard
Sacramento, California 95816-7083

Re: Resolution To Conflicts in Reserve Officer Training

Dear Norm: 

Over the last several months, a complex personnel issue within my department has come to my attention. After extensive research, my thoughts on this matter and recommendations for action are enclosed for reference. After you read the enclosure, I think you will agree that this matter is worthy of the Commission's full attention.

This communiqué was suggested by our POST representative, Dick Reed, who has met with members of our agency and is fully aware of our situation. We are all in concert about bringing this matter to a favorable conclusion.

The situation described herein is unique and may reveal an omission in Commission procedures on reserve officer training. I have enclosed three options of resolution for the Commission to consider. I look forward to the Commission's assistance in resolving this matter in a timely fashion.

I look forward to your comments and suggestions for immediate action.

Sincerely, 

CHARLES S. BROBECK
Chief of Police

CSB:dwl

Enclosures

c: Manuel E. Ortega, Chairman Commission on POST

History and Justification

In 1990, our department hired and appointed Richard C. Thompson as a Non-Designated Level I Reserve Officer. He completed a 240 hour reserve academy for Torrance Police Department in 1975. His academy curriculum, even by today's standards, meets or exceeds POST's minimum required hours for Modules A, B, and C.

He resigned his appointment with Torrance in 1978 due to a job change and relocation to Arizona. While in Arizona, he completed a 440 hour reserve academy with the Arizona Department of Public Safety and served in their Highway Patrol Bureau for several years before moving back to California. Upon applying with our department, we found his combined law enforcement background to be more than adequate. Arizona DPS written evaluations ranked Reserve Officer Thompson's performance as "one of the best reserve officers in the state." In 1990, our department hired him and assigned him to a POST approved 200 hour field training program which was completed on September 7, 1990. Since his appointment, he has been recognized with commendations at the city, county, and even state levels for meritorious service.

On July 2, 1996, after nearly six years of service, we were notified by POST (Form 2-234) that Reserve Officer Thompson's original academy training at Torrance was not recognized and was invalid because it occurred prior to the 1979 establishment of Modules A, B, and C. The conclusion of the Commission, as articulated in a letter to me dated August 15, 1996, was that Reserve Officer Thompson was no longer a Level I Reserve. Contained in their August 15 letter were three recommended resolutions to his situation:

1. Complete a new Level I Reserve Academy
2. Complete the 35-week Basic course
3. Complete the equivalency process

In a recent meeting with our POST representative, Dick Reed, Reserve Officer Thompson voiced several important points regarding the available options and the overall position taken regarding his past training. His points are as follows:

- The Commission reviewed Reserve Officer Thompson's training transcripts, including his 1975 reserve academy. The outcome of this review was granting of a reserve level III classification.
- The criteria that POST used to recognize and accept training for Module A does not allow for the same consideration when reviewing Modules B, and C. The POST Administrative Manual (PAM) currently has no mechanism for establishing equivalency acceptance of Modules B and C. This inability to acknowledge previous training that meets or exceeds current POST standards is unfair to the applicant and does a disservice to the sponsoring organization.

- At this time, local training facilities have elected not to offer Level I Reserve academies due to SB1874, which may take effect January 3, 1997. This causes unnecessary hardship to someone who has already proved his ability to perform the job.

In summary, I think some very salient and competent issues have been presented. I feel if existing policy is keeping competent reserve officers off the street, we need to review and modify Commission procedures that impede the certification process.

Therefore, I recommend that the Commission consider one or more of the following options:

1. Grant Reserve Officer Thompson his Level I Reserve Certificate before 1 January 1997 by executive order
2. Insert language in Commission procedure H-3-4
3. Allow him to pursue a formal due process appeal based on 1991 legislation.

If the commission wishes to consider a procedure revision, it would affect the POST Administrative Procedures Manual, Commission Procedure H-3 entitled Reserve Officer Training. The recommended change would be to insert the following sub-section under 3-4 - **Exemption to Minimum Training:**

3-4a. Minimum Hour Equivalency Module B and C for Level I Appointment:

A California law enforcement agency may, by written instrument under the signature of its chief of police or sheriff, accept previously completed training as equivalent to current curriculum of modules B and C. Under this provision, each department is required to perform the following:

- (A1) *Submit completed POST forms, supporting documents and the appropriate fee, POST will evaluate the individual's prior training to verify equivalent training. All training must be verified by a certificate of completion or a course roster. When college courses are used to supplement training, a copy of the individual's college transcript must be submitted. POST may require additional supporting documents to complete the evaluation.*
- (A2) *Attach the letter on the department's official letterhead from the department's chief or sheriff indicating "Module B and C Equivalency" to the POST form 2-114 Notice of Appointment.*
- (A3) *Each department is required to attach to the letter described in A2, a proof of completion form indicating combined hours currently required for Modules B and C, actual hours completed, and the dates of completion. The form should include the full name of the officer, name of the academy or training facility, and the dates of completion. Each department shall maintain copies of all equivalency documents and syllabus information in the applicant's personnel file.*

The revision to Commission Procedure H-3-4, attempts to mirror the POST evaluation process described in Commission Procedure D-11-5. The authority to verify equivalent training remains with POST.

Conclusions

With SB1874 coming into effect 1 January 1997, it is imperative that we take immediate action in this matter.

I have personally reviewed Reserve Officer Thompson's work product, letters of commendation from staff members and the community, and reviewed his tactical abilities in the field with our field training officers. I can assure the Commission, without hesitation, that he is more than worthy to continue his role as a Level I Reserve Officer.

DEPARTMENT OF JUSTICE

DANIEL E. LUNGREN, Attorney General

COMMISSION ON PEACE OFFICER STANDARDS AND TRAINING1601 ALHAMBRA BOULEVARD
SACRAMENTO, CA 95816-7083GENERAL INFORMATION
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FAX (916) 227-3695EXECUTIVE OFFICE
(916) 227-2802

December 31, 1996

Chief Charles S. Brobeck
Irvine Police Department
P.O. Box 19575
Irvine, CA 92713

Dear Chief Brobeck:

I am writing in response to your letter of December 3, 1996 describing training issues relating to Reserve Officer Richard C. Thompson who has been a member of your department since 1990. In 1975 Thompson successfully completed 240 hours of California training delivered in a non-certified course. In 1980 he also completed a 440-hour basic training course in Arizona.

An in-house assessment of his prior training was made by members of your agency prior to his hiring in 1990 and your agency independently determined that he met the training requirements for the position of Designated or Non-Designated Reserve Level I. However, a recent certificate request identified the deficiency in Thompson's prior training. As you note in your letter, POST regulations make no allowance for an evaluation of reserve training to satisfy the 222 hour Level 1 reserve course and Thompson has not applied for evaluation of his prior training using the basic course waiver process.

You have asked that we award Thompson the Level 1 reserve officer certificate before January 1, 1997. We are not legally able to honor that request. However, because Thompson has already been appointed a reserve officer prior to January 1, 1997 his Level I appointment status will be protected when the new regulations go into effect on January 1st.

You have also suggested that the Commission consider enactment of new regulations permitting equivalent training to satisfy Reserve module B & C training courses. We agree that Thompson's circumstances merits consideration of such new regulations. A report is being finalized for consideration by the Commission at its meeting on January 23, 1997. We will provide you with a copy of the report when it is finalized.

Chief Charles S. Brobeck
December 31, 1996
Page 2

We look forward to working with your agency in resolving both the immediate personnel issue and the statewide issue of evaluation of training as it pertains to reserve officers. If you have any further questions or need additional assistance please contact Bureau Chief Ken Whitman in the Basic Training Bureau at (916) 227-4261.

Thank you for taking the time to write and bring these issues to our attention, along with some options to help resolve the problem.

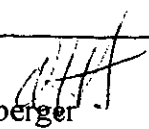


Sincerely,

A handwritten signature in dark ink, appearing to read "Norman C. Boehm", written in a cursive style.

NORMAN C. BOEHM
Executive Director

COMMISSION ON PEACE OFFICER STANDARDS AND TRAINING

COMMISSION AGENDA ITEM REPORT

Agenda Item Title Proposed Baton/Club Training for Sheriff Security Officers Implementing amended PC 12002		Meeting Date January 23, 1997
Bureau Training Program Services Bureau	Reviewed By  Otto Saltenberger	Researched By Don Moura 
Executive Director Approval 	Date of Approval	Date of Report December 18, 1996
Purpose <input type="checkbox"/> Decision Requested <input type="checkbox"/> Information Only <input type="checkbox"/> Status Report		Financial Impact: <input type="checkbox"/> Yes (See Analysis for details) <input type="checkbox"/> No

In the space provided below, briefly describe the **ISSUE, BACKGROUND, ANALYSIS, and RECOMMENDATION.** Use additional sheets if required.

ISSUE

Should the Commission adopt, subject to the public review process, the addition of Commission Regulation 1081(a)(24) concerning baton/club training for persons employed as public officers in the capacity of a sheriff security officer as required by P.C. 12002(f)?

BACKGROUND

Recent changes in the law have given Sheriff's Departments the authority to employ non-peace officer personnel to provide security for specified facilities and activities. Of importance to POST is Assembly Bill 2651 which amended Penal Code Section 12002, by adding a sub-section (f) (Attachment A). This section of law requires the Commission to identify a course of instruction for persons employed as a public officer in the capacity of a sheriff security officer in the carrying and use of an impact weapon. Presently, only the Los Angeles, Sacramento, and Orange County Sheriff's Departments are known to employ personnel in this classification.

ANALYSIS

After a review of the impact weapon training needs of sheriff security officers, a review of existing POST certified curriculum, and consultation with subject matter experts - including trainers from the Los Angeles, Sacramento, and Orange County Sheriff's Departments, a minimum training curriculum was developed (Attachment B). The proposed 8 hour course addresses the following:

- A. Legal and Ethical Aspects of Force
- B. Baton/Club Familiarization and Uses of Impact Weapons
- C. First Aid for Baton/Club Injuries
- D. Practical--Techniques

Adoption of this course requirement for a public officer serving in the capacity of a sheriff security officer must be enacted pursuant to the Administrative Procedures Act. A Notice of Proposed Regulatory Action is recommended. Unless a public request is made for public hearing, the regulation would become effective upon approval by the Office of Administrative Law.

RECOMMENDATION

1. Subject to the results of a Notice of Regulatory Action, approve the proposed baton/club training for sheriff security officers and add Regulation 1081(a)(24), to show the addition of this new legislatively mandated course.

Assembly Bill No. 2651

CHAPTER 143

An act to amend Section 12002 of, and to add Section 831.4 to, the Penal Code, relating to security officers.

[Approved by Governor July 11, 1996. Filed with
Secretary of State July 12, 1996.]

LEGISLATIVE COUNSEL'S DIGEST

AB 2651, Hawkins. Security officers.

Existing law establishes various categories of peace officers and other public officers, and specifies their duties and powers.

This bill would provide that a sheriff's security officer is a public officer, and not a peace officer, employed by the sheriff of a county, whose primary duty is the security of locations or facilities as directed by the sheriff. These officers would have the authority to carry or possess a firearm, baton, and other safety equipment and weapons, as specified.

The people of the State of California do enact as follows:

SECTION 1. Section 831.4 is added to the Penal Code, to read:

831.4. (a) A sheriff's security officer is a public officer, employed by the sheriff of a county, whose primary duty is the security of locations or facilities as directed by the sheriff. The duties of a sheriff's security officer may include physical security and protection of properties owned, operated, or administered by the county, or any municipality or special district contracting for police services from the county pursuant to Section 54981 of the Government Code, or necessary duties with respect to the patrons, employees, and properties of the employing county or contracting entities.

(b) A sheriff's security officer is not a peace officer nor a public safety officer as defined in Section 3301 of the Government Code. A sheriff's security officer may carry or possess a firearm, baton, and other safety equipment and weapons authorized by the sheriff while performing the duties authorized in this section, and under the terms and conditions specified by the sheriff. These persons may not exercise the powers of arrest of a peace officer, but may issue citations for infractions if authorized by the sheriff.

(c) Each sheriff's security officer shall satisfactorily complete a course of training as specified in Section 832 within 90 days of assuming his or her duties. Nothing in this subdivision shall preclude the sheriff from requiring additional training requirements.

Ch. 143

— 2 —

(d) Notwithstanding any other law, nothing in this section shall be construed to confer any authority upon any sheriff's security officer except while on duty, or confer any additional retirement benefits to persons employed within this classification.

SEC. 2. Section 12002 of the Penal Code is amended to read:

12002. (a) Nothing in this chapter prohibits police officers, special police officers, peace officers, or law enforcement officers from carrying any wooden club, baton, or any equipment authorized for the enforcement of law or ordinance in any city or county.

(b) Nothing in this chapter prohibits a uniformed security guard, regularly employed and compensated as such by a person engaged in any lawful business, while actually employed and engaged in protecting and preserving property or life within the scope of his or her employment, from carrying any wooden club or baton if the uniformed security guard has satisfactorily completed a course of instruction certified by the Department of Consumer Affairs in the carrying and use of the club or baton. The training institution certified by the Department of Consumer Affairs to present this course, whether public or private, is authorized to charge a fee covering the cost of the training.

(c) The Department of Consumer Affairs, in cooperation with the Commission on Peace Officer Standards and Training, shall develop standards for a course in the carrying and use of the club or baton.

(d) Any uniformed security guard who successfully completes a course of instruction under this section is entitled to receive a permit to carry and use a club or baton within the scope of his or her employment, issued by the Department of Consumer Affairs. The department may authorize certified training institutions to issue permits to carry and use a club or baton. A fee in the amount provided by law shall be charged by the Department of Consumer Affairs to offset the costs incurred by the department in course certification, quality control activities associated with the course, and issuance of the permit.

(e) Any person who has received a permit or certificate which indicates satisfactory completion of a club or baton training course approved by the Commission on Peace Officer Standards and Training prior to January 1, 1983, shall not be required to obtain a baton or club permit or complete a course certified by the Department of Consumer Affairs.

(f) Any person employed as a county sheriff's security officer, as defined in Section 831.4, shall not be required to obtain a club or baton permit or to complete a course certified by the Department of Consumer Affairs in the carrying and use of a club or baton, provided that the person completes a course approved by the Commission on

Peace Officer Standards and Training in the carrying and use of the club or baton, within 90 days of employment.

Commission on Peace Officer Standards and Training

PROPOSED REGULATORY ACTION: ADDITION OF APPROVED COURSE OF
INSTRUCTION FOR CARRYING AND USE OF THE CLUB OR BATON

1081. Minimum Standards for Legislatively Mandated Courses.

(a) (1) - (23) continued.

(24) Baton/Club Training for County Sheriff Security Officers - 8 Hours
(Penal Code Section 12002(f) requires completion within 90 days of employment)

The POST-approved course of instruction shall consist of the following:

- (A) Legal and Ethical Aspects of Force
- (B) Baton/Club Familiarization and Uses of Impact Weapons
- (C) First Aid for Baton/Club Injuries
- (D) Practical - Techniques

(b) continued ****.

Authority cited: Sections 12002(f), 12403.5, 13503, 13506 and 13510, 13511.3, and 13519.8, Penal Code.

Reference: Sections 629.44(a), 832, 832.1, 832.2, 832.3, 832.6, 872(b), 12403, 12403.5, 13503(e), 13510, 13510.5, 13511.3, 13516, 13517, 13519, 13519.1, 13519.2, 13519.3, and 13519.8, Penal Code; Section 607f, Civil Code; and Section 40600, Vehicle Code; Section 25755, Business and Professions Code; Section 1797.187, Health and Safety Code.

*To be filled in by OAL.

COMMISSION AGENDA ITEM REPORT

Agenda Item Title Report and Recommendation to Award Contract to Develop Basic Course Student Workbooks		Meeting Date January 23, 1997
Bureau Basic Training Bureau	Reviewed By Ken Whitman <i>[Signature]</i>	Researched By Shirley Paulson/Jody Buna
Executive Director Approval <i>Maurice C. Behm</i>	Date of Approval 12-26-96	Date of Report
Purpose: <input checked="" type="checkbox"/> Decision Requested <input type="checkbox"/> Information Only <input type="checkbox"/> Status Report		Financial Impact: <input checked="" type="checkbox"/> Yes (See Analysis for details) <input type="checkbox"/> No

In the space provided below, briefly describe the ISSUE, BACKGROUND, ANALYSIS, and RECOMMENDATION. Use additional sheets if required.

ISSUE

Should the Commission approve the vendor selection and award of contract for the design, development and production of Basic Course Student Workbooks?

BACKGROUND

At the November meeting, based upon the results of the Student Workbook Pilot Project, the Commission authorized the release of a Request for Proposal (RFP) to solicit bids for development of student workbooks for the remaining 35 basic course learning domains. The process of vendor selection was initiated by mailing the RFP to 19 firms and individuals on November 12, 1996. Staff is confident of the ability to identify a successful vendor based upon the companies participating in the bidding process but will not have formulated a recommendation prior to mailing the agenda to the commissioners. The Commission will receive a supplemental report at the January 23 meeting which identifies the successful vendor and recommends award of the development contract.

ANALYSIS

The RFP represents a cost-effective plan to convert the remaining 35 domains within a three-year period. The successful vendor will be required to adhere to a schedule that requires development as follows:

WORKBOOK DEVELOPMENT

March 1997-March 1998

- Learning Domain #6 Property Crimes
- Learning Domain #7 Crimes Against Persons
- Learning Domain #8 General Criminal Statutes
- Learning Domain #10 Sex Crimes
- Learning Domain #9 Crimes Against Children
- Learning Domain #11 Juvenile Law and Procedure
- Learning Domain #12 Controlled Substances
- Learning Domain #15 Laws of Arrest
- Learning Domain #16 Search & Seizure
- Learning Domain #17 Presentation of Evidence
- Learning Domain #25 Domestic Violence
- Learning Domain #41 Hazardous Materials Awareness
- Learning Domain #34 First Aid & CPR

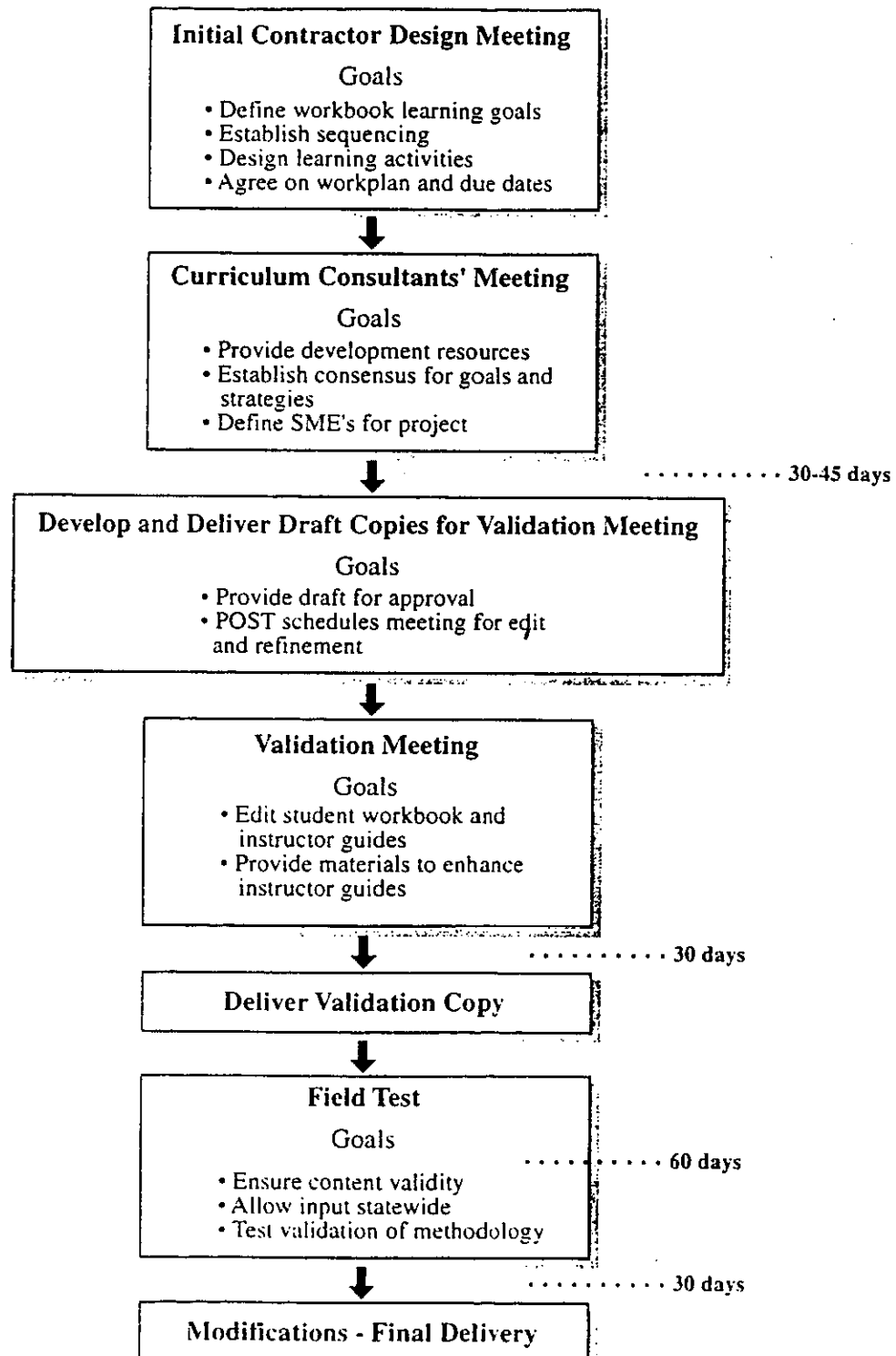
March 1998-March 1999

- Learning Domain #3 Community Relations
- Learning Domain #4 Victimology/Crisis Intervention
- Learning Domain #18 Investigative Report Writing
- Learning Domain #42 Cultural Diversity/Discrimination
- Learning Domain #31 Custody
- Learning Domain #37 Persons with Disabilities
- Learning Domain #39 Crimes Against the Justice System
- Learning Domain #40 Weapons Violations
- Learning Domain #20 Use of Force
- Learning Domain #36 Information Systems
- Learning Domain #24 Handling Disputes/Crowd Control

March 1999-March 2000

- Learning Domain #19 Vehicle Operations
- Learning Domain #21 Patrol Techniques
- Learning Domain #22 Vehicle Pullovers
- Learning Domain #23 Crimes in Progress
- Learning Domain #26 Unusual Occurrences
- Learning Domain #27 Missing Persons
- Learning Domain #28 Traffic Enforcement
- Learning Domain #29 Traffic Accident Investigation
- Learning Domain #33 Person Searches/Baton
- Learning Domain #35 Firearms/Chemical Agents
- Learning Domain #38 Gang Awareness

Proposed Workplan for Student Workbook & Instructor Guides



FEB 14 1997

State of California

Department of Justice

Memorandum

To : POST Commissioners
Finance Committee

Date: January 21, 1997

From : 
GLEN FINE
Deputy Executive Director
Commission on Peace Officer Standards and Training

Subject : SUPPLEMENTAL REPORT TO AGENDA ITEM RECOMMENDING AWARD OF
CONTRACT TO DEVELOP THE BASIC COURSE STUDENT WORKBOOKS

An evaluation committee was selected to review proposals to develop student workbooks. The committee met on January 6, 1997 to determine that all proposals submitted were responsive to all of the RFP requirements. The same committee reconvened on January 14-15, 1997 to formally review the proposals. Only four proposals were submitted and they all satisfied the minimum requirements. The committee evaluated those proposals using the following criteria:

- Vision

The vendor shows a clear understanding of the range of problems the workbooks will address, including their use for individual student learning and as a basis for classroom instruction, the need for ongoing updating of materials, and the potential use of the workbooks in other POST-certified courses. The proposal discusses, at a high level, the overall look and feel of the workbook and solutions to these design and delivery challenges. (15%)

- Development Process

The proposal describes in complete detail the essential steps to be taken in the development of the student workbooks (including analysis, design, development, implementation, and evaluation). (15%)

- Proposed Solutions

The proposal clearly addresses the key points in Section IV, and the vendor presents realistic, innovative, and effective solutions. (25%)

- Personnel

The proposal identifies personnel with the appropriate skills to manage and perform the work proposed. (10%)

- Experience

The vendor documents prior interactive student workbook or textbook development experience which demonstrates an ability to properly analyze and develop law enforcement student workbooks and manage complex projects. (25%)

- Work Plan

The proposal includes a thorough, workable plan that assures the on-time delivery and testing of all proposed products. (10%)

- Cost

The total point value was adjusted using the vendor cost proposals and the Cost Adjustment Formula. The total points assigned to a proposal by the evaluation committee was adjusted according to the following formula:

Adjusted $TP = TP - (.25 \times TP \times (C - LC) \div LC)$
Where: TP = total points assigned by committee
 C = the cost of the proposal being evaluated
 LC = cost of lowest cost proposal

The evaluation committee met on January 14, 1997 and reviewed the four proposals. Based upon a review of the proposals, they were given an initial weighted score. The four vendors then made oral presentations to the evaluation panel on January 15, 1997. Based upon the oral presentations, the proposals were then given weighted scores and each committee member was given the opportunity to affirm or modify the points assigned to each proposal. Once the final weighted scores had been determined, the cost envelopes were opened and the cost proposals from each of the vendors was figured based upon the described State formula. See Attachment A for vendor names and adjusted final scores of the proposals..

The proposal with the highest adjusted total point value was submitted by JWK International Corporation, Annandale, Virginia with a total weighted score of 399.00 out of a possible 500.00. JWK submitted a cost of \$575,997 for the project which also was the lowest cost of all proposals submitted in response to the RFP. Based upon the results of this comprehensive selection process, it is recommended that JWK International Corporation be awarded a contract to develop the remaining 35 Basic Course Student Workbooks at a cost not to exceed \$575,997.

Assuming that the vendor meets all other administrative requirements, the appropriate action would be a MOTION to authorize the executive director to enter into a contract for a sum not to exceed \$575,997 with JWK International Corporation to develop interactive student workbooks and accompanying instructor guides for the remaining 35 Regular Basic Course learning domains.

Commission on Peace Officer Standards and Training

ADJUSTED FINAL SCORES OF PROPOSALS

Responses to POST RFP #96-011-75
(Basic Course Student Workbook Project)

On January 14, 1997, the Evaluation Committee met and evaluated four proposals in response to our Request for Proposal (RFP) to develop 35 student workbooks and instructor guides for the Basic Training Bureau Student Workbook Project. Following oral presentations by the four vendors on January 15, 1997, the tentative scores were adjusted on the basis of cost proposals to arrive at the final weighted scores using the prescribed State formula.

		WEIGHTED FINAL SCORE
1.	JWK International Annandale, VA.	399.00
	Total points after initial evaluation	381.50
	Total points after oral presentation	399.00
	Total cost of proposal	\$575,997
2.	International Computers & Telecommunications Gaithersburg, MD	372.25
	Total points after initial evaluation	341.50
	Total points after oral presentation	379.50
	Total cost of proposal	\$619,984
3.	MCA Engineers, Inc. Oxnard, CA.	221.61
	Total points after initial evaluation	316.00
	Total points after oral presentation	237.00
	Total cost of proposal	\$725,606
4.	Tech Prose, Inc. Walnut Creek, CA.	109.71
	Total points after initial evaluation	410.50
	Total points after oral presentation	438.50
	Total cost of proposal	\$2,303,500

COMMISSION ON PEACE OFFICER STANDARDS AND TRAINING

1601 ALHAMBRA BOULEVARD
SACRAMENTO, CALIFORNIA 95816-7083

**POST Advisory Committee Meeting
Wednesday, January 22, 1997
Wyndam Hotel at Los Angeles Airport
Ballroom
Los Angeles, CA 90045
(310) 670-9000**

AGENDA**10:00 A.M.**

- | | | |
|----|--|------------------------|
| A. | Call to Order and Welcome | Chair |
| B. | Moment of Silence Honoring Peace Officers
Killed in The Line of Duty (See Attachment A) | Chair |
| | Since the last POST Advisory Committee meeting, the
following officers died while serving the public: | |
| | o Officer James D. Schultz, CHP - Winterhaven | |
| | o Detective Charles D. Swanson, Eureka Police Department | |
| | o Officer Mario Navidad, Los Angeles Police Department | |
| C. | Roll Call and Special Introductions | |
| D. | Announcements | Chair |
| E. | Approval of November 6, 1996 Meeting Minutes
(See Attachment B) | Chair |
| F. | Approval of Nominations for Governor's Award for Excellence
in Peace Officer Training | Norm Cleaver,
Chair |
| G. | Report from Subcommittee on Improving Law
Enforcement's Image With Public (See Attachment C) | Joe Flannagan
Chair |
| H. | Review of Legislative Review Committee's Agenda Item
Concerning Reserve Officer Standards | Staff |

- | | | |
|----|---|---------------|
| I. | Review of Commission Meeting Agenda and Advisory Committee Comments | Staff/Members |
| J. | Advisory Committee Member Reports | Members |
| K. | Commission Liaison Committee Remarks | Commissioner |
| L. | Old and New Business | Members |
| M. | Next Meeting: | |
| | Wednesday, April 23, 1997 | |
| | Holiday Inn Downtown | |
| | Sacramento, CA | |
| N. | Adjournment | |

OFFICERS KILLED IN THE LINE OF DUTY 1996

ATTACHMENT A

ID #	NAME	AGENCY	F/A	DATE OF DEATH
1	Officer David W. Manning	CHP - Bakersfield	A	02/15/96
2	Officer James R. Jensen, Jr.	Oxnard PD	A	03/13/96
3	Officer Daniel T. Fraembs	Pomona PD	F	05/11/96
4	Officer Terry L. Fincher	Brea PD	A	05/22/96
5	Officer Don J. Burt	CHP - Santa Ana	F	07/13/96
6	Deputy Peter J. Aguirre	Ventura County SD	F	07/17/96
7	Deputy Anthony J. Olson	Monterey County SD	A	09/24/96
8	Officer Karl D. Simons	Long Beach PD	A	10/13/96
9	Officer Ruben F. Rios, Jr.	CHP - San Bernardino	A	10/26/96 (10/27/96)
10	Officer James D. Schultz	CHP - Winterhaven	A	11/16/96
11	Detective Charles D. Swanson	Eureka PD	F/A	11/21/96
12	Officer Mario Navidad	LAPD	F	12/22/96
13	Officer Joey D. Little	Placentia PD	A	08/07/96
14	Youth Counselor Ineasie M. Baker	California Youth Authority	F	08/09/96

1997

ID #	NAME	AGENCY	F/A	DATE OF DEATH
1	Deputy James Lehmann, Jr.	Riverside County SD	F	01/05/97
2	Deputy Michael P. Haugen	Riverside County SD	F	01/05/97

Updated 01/07/97

**COMMISSION ON PEACE OFFICER STANDARDS AND TRAINING**

1601 ALHAMBRA BOULEVARD
SACRAMENTO, CALIFORNIA 95816-7083

POST Advisory Committee Meeting
November 6, 1996, 10:00 a.m.
Embassy Suites
Seaside, California

MINUTES**CALL TO ORDER**

The meeting was called to order at 10:10 a.m. by Chairman Jay Clark.

MOMENT OF SILENCE

The Advisory Committee held a moment of silence in honor of the following officers who have lost their lives while serving the public since the last Committee meeting.

- o Deputy Anthony Olson, Monterey County Sheriff's Department
- o Officer Karl D. Simons, Long Beach Police Department
- o Ineasie Maxie Baker, California Youth Authority
- o Reuben Rios, California Highway Patrol
- o Officer Joey Little, Placentia Police Department

WELCOME NEW ADVISORY COMMITTEE MEMBER

Chairman Clark welcomed Chief Kevin Mince as a new member. Chief Mince was appointed to replace Chief Keith Miller and to serve as the CHP representative for the three-year term expiring in September 1999.

ROLL CALL OF ADVISORY COMMITTEE MEMBERS

Present: Alan Barcleona, California Union of Safety Employees
Charles Brobeck, California Police Chiefs' Association
Don Brown, California Organization of Police and Sheriffs
Charles Byrd, California State Sheriffs' Association
Jay Clark, California Association of Police Training Officers
Norman Cleaver, California Academy Directors' Association
Joe Flannagan, Peace Officers' Research Association of California
Derald Hunt, California Association of Administration of Justice Educators
Ernest Leach, California Community Colleges

Judith Valles, Public Member
Alexia Vital-Moore, Women Peace Officers' Association
Woody Williams, California Peace Officers' Association

Absent: Earle Robitaille, Public Member

Commission Advisory Liaison Committee Members Present:

David Anderson
Michael Carre
Mannie Ortega
Rick TerBorch

POST Staff Present:

Norman C. Boehm, Executive Director
Hal Snow, Assistant Executive Director
Vera Roff, Secretary

Guests Present:

Al Angele, COPS
Pete Brodie, ALADS
Michael Brooks, Los Angeles Police Department
Steve Craig, PORAC
Mike Jimenez, CCPOA
Doug McClellan, ALADS
Mike Minton, LBPOA
Willie Pannell, Los Angeles Police Department
Neil Robertson, CAUSE-CCLEA
Paul Wheeler, AMVIC/CCLEA

APPROVAL OF MINUTES OF JULY 22, 1996 MEETING

MOTION - Cleaver - second, Valles, carried unanimously to approve the minutes of the July 17, 1996 Advisory meeting at the Hyatt Regency Hotel in Irvine.

STATUS OF GOVERNOR'S AWARD FOR EXCELLENCE IN PEACE OFFICER TRAINING

Chairman Clark appointed Norm Cleaver as Chairman of the Awards Subcommittee. The deadline for receiving nominations is December 31, 1996. The Subcommittee will meet on January 7, 1997 in Bodega Bay to review the applications and make recommendations to be presented to the Commission at its January 23, 1997 meeting. All interested Advisory Committee members will be invited to attend the screening meeting.

A short video of the 1995 Governor's Award ceremony held in Irvine was shown. The 1996 ceremony will be held during the CPOA conference to be held in May in Sacramento.

REPORT FROM SUBCOMMITTEE ON IMPROVING LAW ENFORCEMENT'S IMAGE WITH PUBLIC

Joe Flannagan, Chairman of the Ad Hoc Committee for Enhancing the Image of Law Enforcement, reported results of two committee meetings that had been held since the last Advisory Committee meeting. There was consensus that the image can most effectively be improved by means of a dual track approach including:

1. Improving individual officers and their agencies that can best be addressed through POST; and
2. A public awareness media program that emphasizes the realities of law enforcement work.

Staff was directed to prepare a draft plan for establishing a public awareness media program that involves the state's major law enforcement organizations. The plan will be reviewed at the next committee meeting to be held on December 2, 1996 in Ontario.

REPORT ON THE STRATEGIC PLANNING TRANSITION COMMITTEE MEETINGS

Chairman Clark reported that the Committee has met monthly to continue its review of strategies included in the strategic plan that need clarification. At its September meeting in Irvine the agenda was devoted to the issue of professional licensing. As a result of input received from representatives of labor associations who were opposed to the issue, the Committee recommended support for the current existing system with no further study of licensing to be pursued at this time.

All meetings of the Committee have been suspended until after a new Executive Director is on board.

REPORT ON POST'S REQUIREMENTS FOR OUT-OF-STATE POLICE CHIEFS

At the July Commission meeting in Irvine, Chiefs Gene Kulander and Mike Berkow sought a limited waiver for the psycho-motor skills portion of the Basic Course Waiver Procedure so they would be qualified to receive the POST Basic Certificate and thereby be able to exercise peace officer powers. The Commission granted an extension of the 180-day time limit required to accomplish the skills test. At the suggestion of the Long Range Planning Committee, the Commission referred the matter to the Advisory Committee for further study.

The Advisory Committee discussed the matter at length. It also reviewed the response from POST's legal counsel which indicated that the Commission does not have the legal authority to waive the proficiency testing requirement.

MOTION - Flannagan, second - Brown, carried unanimously to recommend that the Commission take no further action on this matter.

REVIEW OF COMMISSION MEETING AGENDA AND ADVISORY COMMITTEE COMMENTS

Staff reviewed the November 7, 1996 Commission agenda and responded to questions and discussion of the issues.

Agenda Item G - Report on Policies for Limited Level Reserve Officers

The Committee discussed the issue of limited level reserve officers. There was concern expressed which focused on the possibility that SB 874 could result in having two different types of Level I reserves. The Committee recommended the following:

MOTION - Hunt, second - Brown, and carried that the Commission postpone action until (1) POST brings together a group of law enforcement representatives to determine the impact of this law, and (2) to seek legislation which would address the concerns resulting from SB 1874. (NO: Byrd)

Agenda Item R - Executive Director Resignation

Norman Boehm thanked the Advisory Committee members for the valuable insight and assistance they have provided during his time as Executive Director.

ADVISORY COMMITTEE MEMBER REPORTS

California Academy Directors' Association

Norman Cleaver reported that any proposed changes in the Basic Course are first reviewed at quarterly CADA meetings. He also reported that after its September meeting the group toured the Museum of Tolerance. Norm recommended that any Committee member who has not toured the Museum should take advantage of doing so when the Commission goes on January 23.

California Community Colleges

Ernie Leach reported that Tom Nussbaum has been appointed as Interim Chancellor for the California Community Colleges for a period of two years. At the end of that time, a decision will be made as to whether to do an executive search for the position.

California Police Chiefs Association

Chuck Brobeck reported that the CPCA will hold their conference on February 27 in Modesto. He announced that Chief Joe Samuels from Oakland was elected 6th Vice President of IACP at its annual conference recently held in Phoenix.

Peace Officers' Research Association of California

Joe Flannagan announced the next PORAC conference will be held November 22-24 in Monterey at the Doubletree. PORAC is extremely supportive of the regional training center concept and will continue to be an active participant in the Regional Centers Advisory Committee meetings.

Joe encouraged all interested Advisory Committee members to provide input and/or attend meetings of the Enhancement of the Image of Law Enforcement subcommittee.

California Organization of Police and Sheriffs

Don Brown reported that the COPS Annual Awards banquet will be held on November 9th in Baldwin Park. Awards will be given to an officer, legislator, and prosecutor of the year.

Plans are also underway for the annual golf conference in June in Palm Desert.

Public Member

Judith Valles announced that since retiring she has accepted the position of Interim President at Ventura County Community College District which will last approximately four more months. She requested assistance from staff in providing a clear definition of delineation of functions between campus/college police and city police to alleviate the confusion which exists at the current time.

Womens Peace Officers' Association

Alexia Vital-Moore reported that WPOA Executive Board meeting will be held on November 16.

California Peace Officers' Association

Woody Williams reported that CPOA is still involved in its search for an Executive Director. Woody announced that the Regional Centers Advisory Committee will meet in Irvine on November 9 to consider possible legislation for development of regional skills centers.

California Association of Administration of Justice Educators

Derald Hunt reported that CAAJE is in the final stages of development for their web site, and they are continuing to work on arrangements for their annual conference to be held April 24-26 in South Lake Tahoe.

California Association of Police Training Officers

Jay Clark reported that the new president for CAPTO is Robert Tolich of West Covina Police Department, and the new executive secretary is Ron Watson of the State Center Community College Police in Reedley.

Advisory Committee Liaison Report

Commissioners present expressed appreciation to the Advisory Committee members for their continued interest and input.

ELECTION OF OFFICERS

MOTION - Hunt, second - Flannagan, carried unanimously to nominate Woody Williams as Vice-Chairman of the Advisory Committee.

MOTION - Brobeck, second - Williams, carried unanimously to nominate Norman Cleaver as Chairman of the Advisory Committee.

MOTION - Brobeck, second - Hunt, carried unanimously to approve Norman Cleaver as Chairman and Woody Williams as Vice Chairman for the coming year.

ANNOUNCEMENTS

Staff reminded the group that the tour of the Museum of Tolerance will be held at the conclusion of the January 23, 1997 Commission meeting. The Commission has authorized payment for Advisory Committee members to participate in the tour.

On behalf of the Committee, Jay Clark thanked Norman Boehm for his contributions to law enforcement profession.

Adjournment

Chairman Clark closed the meeting in a moment of silence in honor of those officers who have been killed in the line of duty since the last Advisory Committee meeting.

There being no further business to come before the Committee, the meeting was adjourned at 11:55 a.m.


Vera Roff
Executive Secretary

COMMISSION ON PEACE OFFICER STANDARDS AND TRAINING
Ad Hoc Committee for Enhancing The Image Of Law Enforcement
December 2, 1996 - Ontario CA
Summary of Meeting Results

A meeting of the Ad Hoc Committee for enhancing the image of law enforcement was attended by Joe Flannagan (Chairman), Captain Michael Nagaoka, Deputy Chris Miller, Captain Timm Browne, Sergeant Sandra Houston, Chief Steve Staveley, Captain Katie Roberts, Chief Stan Henry, Captain Thomas Moselle, and Everitt Johnson.

The following is a summary of the meeting discussions.

- o Draft plan for a Public Awareness Media Program approved.
- o Discussion on need to look at marketing strategies
 - support for idea of nuclear group of ad hoc members to get message out to Chiefs and Sheriffs Associations groups. (mentioned Chief Joe Santuri) who did something similar with a public relations project).
 - support for proposal to video citizen groups throughout state who would comment on their perception of law enforcement image. This video would then be shown to Chief Executives, as first step to obtaining **SUPPORT FROM THE TOP DOWN**.
 - committee desirous of developing video in time to be shown at Cal-chiefs conference in February. Feasibility of this will depend on POST support for development of video (\$15,000 to 20,000) and initial concept discussions and informal presentation at Cal-chief's lunch with Chief Brobeck, Lowenberg, and others.
 - support idea of putting on a series of workshops statewide, and/or a Symposium to further establish strategy for enhancing law enforcement image.
 - discussed development of a handbook of do's and don'ts for chief executives and personnel on improving law enforcement imaging.
- o Ad Hoc committee chair Joe Flannagan discussed the possibility of presenting concept to commission at January 23rd meeting. Will seek counsel with Advisory Chair Jay Clark as to feasibility. May be premature at this time; would need initial approval of Advisory Committee, which meets on January 22nd. Concept presentation representatives are: Capt. Tom Moselle, LAPD; Sgt. Sandra Houston, CHP; Captain Timm Browne, Rialto P.D., and Joe Flannagan. (note: 1-night per diem requested for CHP Sgt. Houston to attend the January 22, Advisory meeting and January 23, Commission meeting.)

- o Committee requested a letter be prepared to Sheriff Block requesting release time for Deputy Chris Miller, Media Producers' Unit to begin work on the project. Deputy Miller said he can develop a draft script and mail out to Media Distribution units statewide for input.) The committee request POST assistance in preparing the letter to Sheriff Block.
- o Next meeting scheduled for Wednesday, February 5, 1996 at 10:00 A.M. in Ontario.

AD HOC COMMITTEE FOR ENHANCING THE IMAGE OF LAW ENFORCEMENT

A Plan for a Public Awareness Media Program

Background -

Law enforcement is portrayed in a variety of ways that are not always objective. The public needs accurate information about law enforcement including the what's and why's. Law enforcement, including individual officers and agencies, needs to have the public's support.

Objective -

To establish the "California Law Enforcement Image Coalition" which is dedicated to the purpose of establishing and maintaining an ongoing public awareness media program that will objectively portray California law enforcement.

Participation -

Representatives of all statewide law enforcement associations, POST, the Attorney General's Office, the media and the public are eligible to participate on the Coalition's Board of Directors according to a formula to be established by the Board. For purposes of securing necessary funding, the Board of Directors may affiliate itself with an existing 501 (c) (3) foundation or governmental agency. The Board may establish technical and other subcommittees to accomplish its objectives. Because the Coalition is an all-volunteer organization, it's expected that members of the Board and its subcommittees will donate their time and resources to its activities.

Timetable -

Once this plan has been finalized, individual eligible organizations will be invited to participate on the Coalition's Board of Directors. It is anticipated the Coalition will devote much of 1997 to organizing and planning.

Funding -

The Coalition's Board of Directors shall develop funding mechanisms for its media development activities including, but not limited to, grants, donations, assessment of its members, etc. To the extent possible, effort will be made to utilize the media itself and advertising/marketing companies to assist with individual projects. Also, efforts of individual law enforcement organizations will be considered for expansion for statewide and/or regional programs.

Technical Expertise -

To the extent possible, the Coalition will make use of the vast technical expertise and creativity within law enforcement agencies, especially from media producers and public information officers.

(over)

Possible Projects -

Some of the possible projects that might be undertaken by the Coalition include: 1) an ongoing one half-hour TV talk show portraying California law enforcement and answering the public's questions, 2) public service announcements, 3) infommercials, 4) billboards, and 5) documentary programs.

Research and Evaluation

To the extent possible, the Coalition will conduct market research and post-evaluation to determine the effectiveness of individual projects.

Goals and Objectives -

The Coalition will establish short and long term goals and strategies that will be reviewed by the organizations participating on the Coalition's Board of Directors.

COMMISSION ON PEACE OFFICER STANDARDS AND TRAINING

COMMISSION AGENDA ITEM REPORT

Agenda Item Title Interagency Agreement - Department of Water Resources (DWR) - Microfilming Services		Meeting Date January 23, 1997
Bureau Information Services Bureau	Reviewed By Darrell Stewart <i>DS</i>	Researched By Leah Cherry
Executive Director Approval <i>William C. Boehm</i>	Date of Approval 12-31-96	Date of Report November 18, 1996
Purpose <input checked="" type="checkbox"/> Decision Requested <input type="checkbox"/> Information Only <input type="checkbox"/> Status Report		Financial Impact: <input type="checkbox"/> Yes (See Analysis for details) <input type="checkbox"/> No

In the space provided below, briefly describe the **ISSUE, BACKGROUND, ANALYSIS, and RECOMMENDATION**. Use additional sheets if required.

ISSUE

Commission review and amendment of an Interagency Agreement #96-001-11 for microfilming services, with the Department of Water Resources (DWR) for Fiscal Year 1996/97.

BACKGROUND

Microfilming reduces the amount of office space required for records storage. POST has had for many years, an annual Interagency Agreement for microfilm services with the Department of Water Resources. For the past two years, the annual amount expended through this agreement has been below \$10,000. Microfilm volume has increased dramatically during this fiscal year and expenditures are expected to exceed \$10,000. Commission approval is required for all contracts of \$10,000 or more.

ANALYSIS

Expenditures under this year's contract through November 1996 are \$4,281.97. A considerable volume of work is in progress, and an increased volume is expected in the second half of the fiscal year. The higher volume this year is attributed to catch up need brought about by lower than normal volumes in the past two years.

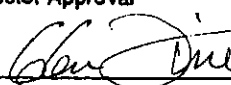
An organization review has been completed in order to estimate the volume of microfilming that will be completed by end of the fiscal year. A maximum fiscal year cost estimate is \$19,998.00. If the Commission approves spending authority at that level, it will enable microfilming to continue at maximum estimated levels through June 30, 1997.

RECOMMENDATION

Authorize the Executive Director to amend Interagency Agreement #96-001-11 with the Department of Water Resources for microfilming services for Fiscal Year 1996/97, in an amount not to exceed \$19,998.00

COMMISSION ON PEACE OFFICER STANDARDS AND TRAINING

COMMISSION AGENDA ITEM REPORT

Agenda Item Title Contract to write Feasibility Study Report (FSR) and Request for Proposal (RFP) for new POSTRAC system		Meeting Date January 23, 1997
Bureau Standards and Evaluation Services	Reviewed By 	Researched By John Berner
Executive Director Approval 	Date of Approval 	Date of Report January 7, 1997
Purpose <input type="checkbox"/> Decision Requested <input type="checkbox"/> Information Only <input type="checkbox"/> Status Report		Financial Impact: <input type="checkbox"/> Yes (See Analysis for details) <input type="checkbox"/> No

In the space provided below, briefly describe the ISSUE, BACKGROUND, ANALYSIS, and RECOMMENDATION. Use additional sheets if required.

ISSUE

Request for approval of contract services to write Feasibility Study Report (FSR) and Request For Proposal (RFP) for development of new POSTRAC system

BACKGROUND

POSTRAC is a computer-based system that permits basic academies to download, print and machine score POST-developed (and mandated) multiple-choice tests; keep records of student performance; and produce a variety of reports that serve both instructional and administrative purposes. While the system has worked very well, it was developed 10 years ago and is technologically antiquated.

In recognition of the need to update and expand the system, the Commission approved issuance of a Request for Proposal (RFP) for this purpose in 1993 at a cost not to exceed \$230,000. Due to the scope of the project, staff conducted a Feasibility Study Report (FSR) that had to be approved by the Department of Finance prior to the issuance of the RFP. The FSR was completed and approved and work was begun on the RFP when the Commission acted in July 1994 to delay the project for a period of one year as a means of reducing expenditures during fiscal year 94/95. The Commission has subsequently renewed spending authority for the new system up through the current fiscal year.

ANALYSIS

The need to replace the current POSTRAC system is greater than ever and with the technological advances that have been made since 1993, the total expenditures to develop the new system are likely to be less than the originally estimated \$230,000. Important features proposed for the new system include use of graphics-based test items, automated scoring of exercise and scenario tests, automated retrieval and storage of training management materials (training specifications, performance objectives, scenario tests, student workbooks, etc.), electronic scheduling and record keeping (classes, instructors, attendance, etc.), academy development of customized tests, a graphics-based operating system (e.g., Windows), and expansion of the system for use in other POST-certified courses.

The FSR has become outdated and due to other workload POST computer staff will not be available to revise the FSR and develop the RFP in the foreseeable future. The necessary resources to accomplish this

work can be procured from contractors approved under the state's Master Services Agreement (MSA). Several computer systems analysts who are employed by MSA providers have been interviewed by POST staff to assess their capabilities to perform this work. Based on these interviews and subsequent reference checks, several qualified systems analysts were identified and it is recommended that POST contract for the services of one of the MSA providers. It is estimated that a maximum of 600 contract hours will be needed to complete the work. At an hourly billing rate of \$58, the total amount of the contract will not exceed \$34,800.

RECOMMENDATION

Approve a contract with an MSA provider for an amount not to exceed \$34,800 to revise the FSR and write the RFP for the new POSTRAC system.

**COMMISSION ON PEACE OFFICER STANDARDS AND TRAINING**

1601 ALHAMBRA BOULEVARD
SACRAMENTO, CALIFORNIA 95816-7083

FINANCE COMMITTEE MEETING

January 22, 1997 - 2:00 p.m.

Wyndham Hotel

6225 West Century Boulevard

Los Angeles, CA 90045

(310) 670-9000

AGENDA**COMMITTEE MEMBERS**

Rick TerBorch, Chairman

David Anderson

Ted Hunt

Ronald Lowenberg

A. CALL TO ORDER**B. Financial Report- Second Quarter FY 1996-97**

A report on the status of the training reimbursement budget is included under the Consent Calendar (see Tab B of Commission agenda). The Committee will review the reimbursable training volume and categories of expenditures to date.

C. Review of Governor's Budget for FY 1997/98

A copy of POST's FY 97/98 budget, as proposed in the Governor's budget, will be provided at the meeting. It is expected that the budget will be approximately the same as FY 96/97 (without the one-time augmentation that was included this year). Continuation of funding for the Museum of Tolerance training program is anticipated.

D. Review of Expenditure Levels and Projections for the FY 96/97

A report on expenditure projections and options will be provided at the meeting.

E. Report on Availability of Grant Funds to Establish Community Policing Institutes

The U.S. Department of Justice has invited grant proposals for establishment of Community Policing Institutes. The institutes would provide training and technical assistance. Communications with selected law enforcement agencies suggest that a best role for POST may be to partner with and provide any needed assistance to law enforcement agencies that will be seeking grant funds. A brief report is included under this tab for the Committee's consideration.

F. Report on Driver Training Simulator Project

At its November 1996 meeting, the Finance Committee received a report outlining considerations regarding future Commission financial support for the simulator-based driver training program. Following discussion, the Committee asked that staff complete further analysis, and bring the matter back before the Committee at the January 1997 meeting. Analysis and a tentative long-term plan for the Commission in this regard is included under this tab.

G. Report on Public Safety Dispatcher Entry-Level Test Fees

In July 1995 the Commission expanded the selection standards for entry-level dispatchers to require that candidates for the position be evaluated for verbal, reasoning, memory and perceptual abilities. A July 1, 1997 implementation date was established for the new requirements to permit agencies to develop their own job related tests of these abilities.

At the same July 1995 meeting, the Commission approved the *POST Entry-Level Dispatcher Selection Test Battery*, a series of tests developed by POST to measure the abilities required under the new requirements. To date, 148 of the approximately 340 agencies in the POST Dispatcher Program have signed security agreements to use the test battery, and 91 agencies have administered the tests at least once. Users of the test currently pay the costs to print and distribute the test materials in accordance with an established fee schedule. The report under this tab includes estimated costs for POST to underwrite the testing program upon the July 1, 1997 effective date of the new standards. Such action would be consistent with Commission's long standing policy to provide the POST reading and writing test battery at no cost to user agencies in conjunction with the Commission's reading and writing ability requirements for entry-level peace officers.

H. Review of Proposed Contracts on the January 23, 1997 Commission Agenda

- o Interagency Agreement With Department of Water Resources for Microfilming Services (See Tab M under Commission agenda)
- o Contract for Consultant Services to Write Feasibility Study Report and Request for Proposal for Development of New POSTRAC System (See Tab N under Commission agenda)
- o RFP to Develop Student Workbooks for 35 Basic Course Learning Domains (See Tab K under Commission agenda)

I. Review of Proposed Contracts for FY 96/97

At each January meeting, the Commission receives a Committee report on major training, standards, and administrative contracts planned for the upcoming year. Information regarding these contracts is presented in order to obtain the Commission's approval to negotiate and return the proposed contracts for final approval at the April 1997 Commission meeting.

If the Finance Committee concurs, the appropriate action would be to recommend that the Commission authorize the Executive Director to negotiate the contracts and return them to the April meeting for formal approval.

Proposed contracts to be negotiated for FY 97-98:

Training Contracts

1. Management Course

This course is currently budgeted at \$309,539 for 20 presentations spread among five presenters:

California State University - Humboldt
California State University - Long Beach
California State University - Northridge
California State University - San Jose
San Diego Regional Training Center

2. San Diego Regional Training Center for support of Executive Training (e.g., Command College, Executive Training, and Executive Seminars)

The San Diego Regional Training Center serves as the chief contractor for a variety of training activities of the Commission conducted by the Center for Leadership Development. Curriculum development as well as instructional and evaluation costs for these training activities for FY 96/97 was \$422,345.

3. CSU Long Beach for support of the Supervisory Leadership Institute

The CSU Long Beach Foundation provides administrative services for the Supervisory Leadership Institute. This includes training site support, ordering materials, paying instructors and auditors, and purchasing/main-training equipment. Costs for these services in FY 96/97 were \$540,840 for eight classes running continuously throughout the year.

4. Department of Justice Training Center

The Department of Justice has provided training to local law enforcement each year through an interagency agreement with POST since 1974. The Commission approved a current year contract in an amount not to exceed \$993,451.

5. San Diego State University for 12 Satellite Video Broadcasts

POST currently has an interagency agreement with San Diego State University for \$60,000 for the assembly and transmission of 12 videotape training programs during FY 96/97.

6. Alameda County District Attorney's Office and Golden West College for Case Law Update Video Production

POST currently has contracts with Alameda County District Attorney's

Office and Golden West College for \$52,000 for the production of 24 Case Law Update programs each during FY 96/97.

7. Telecourse Programs
POST will have developed and delivered 12 telecourse programs and two specialized training films during FY 96/97. The current contract for these programs is with the San Diego State University for a cost in the amount of \$550,000.
8. Master Instructor Program
At its November 1995 meeting, the Commission approved a modification to an existing contract with the San Diego Regional Training Center to continue the Master Instructor Development Program on an ongoing basis. The program is the key to the Commission's emphasis on improving the quality of instruction for law enforcement. The contractor has provided POST with superior presentation support and meets POST's demand for high quality law enforcement training. The FY 96/97 contract totalled \$244,103.
9. Robert Presley Institute for Criminal Investigation
The Commission approved contracts totalling \$442,000 to provide ten offerings of the ICI Core Course in FY 96/97.
10. Robert Presley Institute of Criminal Investigation Instructors' Workshops
The Commission authorized special training during the last four years for instructors of the Robert Presley Institute of Criminal Investigation (ICI) so that the ICI Core and Foundation Specialty Courses are designed and taught using the adult experience-based learning concepts.

POST currently has a contract with the San Diego Regional Training Center to present the Robert Presley Institute of Criminal Investigation (ICI) Instructors' Update Workshops and conduct six course evaluation meetings at a cost not to exceed \$58,000.
11. Basic Narcotic, Basic Motorcycle, and Basic Academy Driver Training
Last year the Commission approved contracts for specific presenters of the Basic Narcotics, Basic Motorcycle, and Basic Academy Driver Training for FY 96/97. The total amount of current year contracts is \$1,738,781.
12. Labor/Management Partnerships Course
The San Diego Regional Training Center holds the contract to present four courses during FY 96/97 for a total amount not to exceed \$67,902.
13. Building High Performance, Inclusive Organizations Diversity Course
In July 1996, the Commission approved a contract of \$78,326 to complete diversity training for 16 agencies in the pilot program and an expected 24 new agencies to begin the program during FY 96/97.

Standards Contracts

14. Cooperative Personnel Services for Basic Course Proficiency Exam
POST has contracted with Cooperative Personnel Services for administration of the POST Proficiency Examination since 1984. The current year contract is for \$58,000.
15. Interagency Agreement with Cooperative Personnel Services for Entry-Level Reading and Writing Test Battery
POST has contracted with Cooperative Personnel Services for administration of the POST entry-level reading and writing test battery since 1983. The current year contract is for \$113,800.
16. Interagency Agreement with Cooperative Personnel Services for P.C. 832 Written Examination
POST has contracted with Cooperative Personnel Services for administration of the P.C. 832 Written Examination since 1989. The current year contract is \$41,500.

Administrative Contracts

17. State Controller's Office for Interagency Agreement for Auditing Services
Each year POST has negotiated an interagency agreement with the State Controller's Office to conduct audits of selected local jurisdictions which receive POST reimbursement funds. The Commission approved an agreement not to exceed \$85,000 for the current fiscal year.
18. Interagency Agreement with Teale Data Center for Computer Services
Each year POST has negotiated an Interagency Agreement with Teale Data Center (a state agency) for supplemental computer services. The contract provides a link between POST's computer and the Data Center's mainframe computer. This allows data processing jobs and the storage of large data files that require more resources than POST's minicomputer can provide. Current year costs for this service are approximately \$65,000.
19. CALSTARS Contract
The mandated California Accounting and Reporting Systems (CALSTARS) requires an agreement with the Health and Welfare Data Center to provide computer linkage and necessary data processing services. The Commission approved a current year contract in an amount not to exceed \$25,000.
20. Eastman Kodak Copier Maintenance Contract
Each year POST must enter into a contract for maintenance of its Kodak copier. The cost of the maintenance agreement is based on a flat rate plus a per copy charge in accordance with a Master Services Agreement

developed by the State Department of General Services. The current year contract is \$16,000.

21. Interagency Agreement for Microfilming Services

Each year POST has entered into an interagency agreement with the Department of Water Resources for microfilming services. The current year contract should not exceed \$19,998.

J. ADJOURNMENT

COMMISSION ON POST

FISCAL YEAR 1996-97

(AS OF 12-31-96)

EXPENDITURE SUMMARY			CONTRACT SUMMARY	
RESOURCES (A)			APPROVED TRAINING CONTRACTS	
Revenue Projection	31,713,000	\$42,997,000	Management Course	\$ 309,539
Prior Year Savings and other adj	5,078,000		Executive Training	422,345
Budget Act Revenue Adj (Sec 24.10)	6,206,000		Supervisory Ldrship Inst	473,320
			DOJ Training Center	993,451
			Satellite Video Tng	68,000
			Case Law Updates	58,000
			Telecourse Programs	550,000
			Basic Course Prof Exam	58,000
			Basic Narcotic, Motorcycle, and DT	1,518,722
			Master Instructor Program	244,103
			ICI Core Course	442,000
			POSTRAC *	230,000
			PC 832 Exam	39,700
			ICI Instructor Update	58,000
			Driver Training Sims	281,759
			Spanish Language Training *	127,000
			Entry level reading/writing	109,850
			Labor Management Course	-
			Special Consultant (FTO)	120,000
			Special Consultant (Reserve Trng Program)	120,000
			Miscellaneous Contracts	69,263
			* - Approved in FY 95-6	Total \$ 6,293,052
EXPENDITURES:			Additional Training Contracts (July 96 Meeting)	
ADMINISTRATION			Multimedia Classroom Project Pilot	60,000
		\$10,181,000	Student Work Books	200,000
TRAINING CONTRACTS/LA			Cultural Diversity Trng (SDRTC)	78,326
Contracts (See list)	7,170,008	\$8,430,008	Driver Training Sim (LAPD)	360,000
Letters of Agreement	1,100,000		SLI Program Increase	178,630
Conf Room Rental	160,000			Total \$ 876,956
				Grand Total \$ 7,170,008
TRAINING REIMBURSEMENT				
Trainees: 48,334		\$15,892,129		
Subsistence	8,312,865			
Commuter meals	1,500,098			
Travel	2,576,582			
Tuition	3,502,584			
MUSEUM OF TOLERANCE				
		\$2,000,000		
Contract	1,556,000			
Reimbursements	444,000			
ACTIONS TAKEN AT JULY 96 MEETING				
		\$1,853,420		
1. Per diem increase (\$760,000 est)	(incl)			
2. Team Bldg Workshops (Cultural Div)	228,000			
3. Satellite Antennas/IVD	1,045,420			
4. Encryption	580,000			
ACTIONS TAKEN AT NOVEMBER 1996 MEETING				
		\$695,000		
1. Per diem increase	506,000			
2. Replacement IVD systems	189,000			
EXPENDITURES, TOTAL				
		\$39,051,557		
PROJECTED SAVINGS (CARRY OVER TO FY 97-8)				
		-\$3,000,000		
RESERVES				
		\$945,443		

Differences from 10-6-96 report

- Resources increased to budgeted expenditure level of \$42.997 m
- Revised trainee and expenditure projection
- Actions taken at the November Commission meeting added
- Projected savings in FY 96-7 to be carried over for use in FY 97-8

COMMISSION ON POST
FISCAL YEAR 1996-97
(AS OF 12-31-96)

EXPENDITURE SUMMARY					
	BUDGET SUMMARY		PROJECTION		DIFFERENCE
	(DETAILS)	(TOTAL)	(DETAILS)	(TOTAL)	
RESOURCES (A)		\$42,997,000		\$42,997,000	0
Revenue Projection	31,713,000		31,713,000		
Prior Year Savings and other adj	5,078,000		5,078,000		
Budget Act Revenue Adj (Sec 24.10)	6,206,000		6,206,000		
EXPENDITURES:					
ADMINISTRATION		\$10,181,000		\$10,100,000	-81,000
TRAINING CONTRACTS/LA		\$8,430,008		\$7,587,132	-842,876
Contracts (See list)	7,170,008		6,327,132		
Letters of Agreement	1,100,000		1,100,000		
Conf Room Rental	160,000		160,000		
TRAINING REIMBURSEMENT		\$15,892,129		\$15,892,129 ✓	0
Trainees: 48,334					
Subsistence	8,312,865		8,312,865		
Commuter meals	1,500,098		1,500,098		
Travel	2,576,582		2,576,582		
Tuition	3,502,584		3,502,584		
MUSEUM OF TOLERANCE		\$2,000,000		\$1,500,000	-500,000
Contract	1,556,000		1,167,000		
Reimbursements	444,000		333,000		
ACTIONS TAKEN AT JULY 96 MEETING		\$1,853,420		\$1,739,420	-114,000
1. Per diem increase (\$760,000 est)	(Incl)		(incl)		
2. Team Bldg Workshops (Cultural Div)	228,000		114,000		
3. Satellite Antennas/IVD	1,045,420		1,045,420 ✓		
4. Encryption	580,000		580,000 ✓		
ACTIONS TAKEN AT NOVEMBER 1996 MEETING		\$695,000		\$695,000	0
1. Per diem increase	506,000		506,000		
2. Replacement IVD systems	189,000		189,000 ✓		
EXPENDITURES, TOTAL		\$39,051,557		\$37,513,681	-1,537,876
PROJECTED SAVINGS (CARRY OVER TO FY 97-8)		-\$3,000,000		-\$3,000,000	0
RESERVES		\$945,443		\$2,483,319	\$1,537,876

COMMISSION ON POST**FISCAL YEAR 1996-97****(AS OF 12-31-96)****CONTRACT SUMMARY**

<u>APPROVED TRAINING CONTRACTS</u>	<u>BUDGET</u>	<u>PROJECTION</u>	<u>DIFFERENCE</u>
Management Course	\$ 309,539	\$ 309,539	-
Executive Training	422,345	422,345	-
Supervisory Ldrship Inst	473,320	473,320	-
DOJ Training Center	993,451	993,451	-
Satellite Video Tng	68,000	68,000	-
Case Law Updates	58,000	57,000	1,000
Telecourse Programs	550,000	550,000	-
Basic Course Prof Exam	58,000	15,000	43,000
Basic Narcotic, Motorcycle, and DT	1,518,722	1,348,952	169,770
Master Instructor Program	244,103	244,103	-
ICI Core Course	442,000	439,252	2,748
POSTRAC *	230,000	-	230,000
PC 832 Exam	39,700	39,697	3
ICI Instructor Update	58,000	57,585	415
Driver Training Sims	281,759	281,759	-
Spanish Language Training *	127,000	-	127,000
Entry level reading/writing	109,850	109,850	-
Labor Management Course	**	**	-
Special Consultant (FTO)	120,000	90,000	30,000
Special Consultant (Reserve Trng Program)	120,000	-	120,000
Miscellaneous Contracts	69,263	69,263	-
Total	\$ 6,293,052	\$ 5,569,116	\$ 723,936
* - Approved in FY 95-6			
**-FY 95-6 contract extended thru 6-30-97			
<u>Additional Training Contracts (July 96 Meeting)</u>			
Multimedia Classroom Project Pilot	60,000	60,000	-
Student Work Books	200,000	200,000	-
Cultural Diversity Trng (SDRTC)	78,326	78,326	-
Driver Training Sim (LAPD)	360,000	358,381 ✓	1,619
SLI Program Increase	178,630	61,309	117,321
Total	\$ 876,956	\$ 758,016	\$ 118,940
Grand Total	\$ 7,170,008	\$ 6,327,132	\$ 842,876

3 YEAR PROJECTION

	<u>FY 96-7</u>	<u>FY 97-8</u>	<u>DIFF</u>	<u>FY 98-9</u>	<u>DIFF</u>
Beginning Reserves	9,821	10,226	405	2,483	-7,743
Revenues					
Penalties (PAF)	30,968	30,947	-21	30,947	0
Other	745	745	0	745	0
PAF/DT	<u>6,206</u>	<u>2,000</u>	<u>-4,206</u>	<u>2,000</u>	<u>0</u>
Total	37,919	33,692	-4,227	33,692	0
Total Resources	47,740	43,918	-3,822	36,175	-7,743
Expenditures					
Support	18,854	19,037	183	19,037	0
Local Assistance	<u>18,660</u>	<u>22,398</u>	<u>3,738</u>	<u>17,138</u>	<u>-5,260</u>
Total	37,514	41,435	3,921	36,175	-5,260
Year End Reserve	10,226	2,483	-7,743	0	-2,483

MEMORANDUM

To : Finance Committee

Date: Jan. 8, 1997


GLEN ENE

From : Deputy Executive Director
Commission on Peace Officer Standards & Training

Subject : COMMUNITY ORIENTED POLICING GRANT PROGRAM

The U.S. Department of Justice, Office of Community Oriented Policing Services, has announced availability of up to \$20 million to fund Regional Community Policing Institutes. Each regional institute would develop and present innovative training and provide technical assistance to support implementation of community policing.

Entities eligible to apply for grants are (1) law enforcement agencies, (2) training institutions, (3) colleges/universities, and (4) POST Commissions. The applicant must demonstrate a partnership with one, or preferably more than one, other entity. One partner must be a non-profit community organization.

Because the grant application deadline is January 31, 1997, staff has contacted a number of law enforcement agencies to ascertain their interest in the grant program and their views on an appropriate role for POST. Several agencies have expressed their intention to apply for grant funds. The prevailing view is that POST should assume a coordinating role and agree to partner with those agencies applying for grants.

The issue is before the Committee for review and discussion. The Committee may wish to consider a recommendation that staff be authorized to sign partnership agreements on behalf of the Commission.

M E M O R A N D U M

To: Finance Committee

Date: December 31, 1996

Norm
NORMAN C. BOEHM, Executive Director

From: Commission on Peace Officer Standards and Training

Subject: DRIVING SIMULATORS FOR CALIFORNIA LAW ENFORCEMENT

For many years, the Commission has been concerned with the high economic and human costs associated with driving accidents involving law enforcement personnel. Numerous programs have been instituted to improve driver training, including support for behind-the-wheel programs and the development of an interactive videodisc course. In 1993, after much study, the Commission funded a pilot project to determine the feasibility of using simulators to address the special problems of high speed emergency response and pursuit driving. The simulator training focused on teaching judgement and decision-making under conditions that could only be presented in a simulator.

To date the Commission has invested or encumbered more than two million dollars in the project, providing support in four areas: (1) the cost of the simulator equipment to three agencies participating in the pilot project (the San Bernardino County Sheriff's Department, the Los Angeles County Sheriff's Department, and the San Jose Police Department) and to the Los Angeles Police Department; (2) the salary for one full-time driving simulator instructor at each of the sites; (3) the cost for one person to work half-time with all the sites in developing driving scenarios for use in the simulators; and (4) support of the Driving Simulator Advisory Committee, comprised of representatives from each of the simulator sites, to give direction in scenario and curriculum development and to work with POST staff in evaluating the simulator programs.

The evaluation report submitted to the Commission indicated that recipients of the training rated it as very favorable: "Overall, the results of the evaluation are very positive and reflect favorably on the Commission's action to underwrite the pilot program." (Refer to Attachment 1 for a summary of the report.) In addition to the interest in the driving simulation from those agencies that have participated in the POST-funded programs, other organizations in California have become involved: the West Covina Police Department purchased four simulators; the Association of Bay Area Governments (ABAG), a risk management group, established a mobile driving simulator to serve its member agencies; and the Coachella Valley Joint Powers Insurance Authority is in the process of developing a mobile simulator program. In July 1996, the Commission authorized funds for the Los Angeles Police Department to purchase simulators, and POST has recently been advised that a consortium of agencies in Contra Costa County plans to develop a regional driving training facility that would include simulators.

The growing interest in driving simulators is an indication that driver training remains a high priority for law enforcement agencies and that the POST-funded pilot project has created confidence that critical training issues can be effectively addressed using simulation.

POST staff and members of the Driving Simulator Committee have been keeping abreast of recent technological changes and issues related to driving simulation and have attended demonstrations of new simulators. (See Attachment 2 for more information.)

At its past two meetings, the Finance Committee has discussed POST's role in funding future driving simulator programs; this report is intended to assist the Committee in continuing its discussion in order to answer questions such as the following:

- Should POST provide capital outlays for new driving simulator equipment in the future?
- Should POST provide financial support for maintaining and upgrading existing simulator equipment purchased for the three agencies participating in the pilot program?
- Should POST underwrite all or part of the cost of simulator instructor salaries?
- What should POST's role be with respect to curriculum development and instructor training for driving simulator programs?

It is presumed that the Commission (1) wishes to continue its efforts to assist law enforcement in meeting driver training needs and (2) remains supportive of the use and development of driving simulators. The following recommendations are being presented to the Finance Committee for its consideration in developing POST's role with respect to driving simulators:

1. Since the Commission is very supportive of using driving simulators for law enforcement training, staff should be directed to continue its efforts to be informed about the field and to serve as a resource about the various systems available and what is involved in developing effective driving simulator programs.
2. In the future, the Commission should consider not funding the purchase, maintenance, or upgrading of driving simulation equipment except in special circumstances.
3. Agencies interested in purchasing driving simulators should be encouraged to seek funding through grants or other means, such as the sharing of costs by groups of participating agencies.
4. Staff should continue to work closely with agencies to ensure that their driving simulator courses can be certified.

5. POST should consider providing a reasonable reimbursement of tuition for POST-certified driving simulator courses to cover some of the presentation costs. (The amount of tuition will most likely have a cap since it is not possible for POST to assume all of the costs associated with these programs.)
6. The Commission should consider continuing its support of the Driving Simulator Committee to promote cooperation, information sharing, and the development of standards for driving simulator instructors and programs. (See Attachment 2 for more information about the work of this committee.)
7. Staff should be directed to continue working in partnership with companies in the private sector that are interested in developing driving simulators by providing information on requirements for law enforcement driving and technical specifications that will assist these companies in using their technology most appropriately.

If the above recommendations are acceptable to the Commission, their adoption would provide clear future direction in this area. The commission would be postured as continuing to support simulator technology and encouraging new developments in the field, while conserving POST resources through cost sharing.

Also, it should be observed that even though the Commission may not plan to allocate funds on a regular basis in the future for the purchase of driving simulator equipment, the Commission may choose to fund one or more driving simulator projects to meet training needs that cannot be met in any other way. For example, the Commission may decide sometime in the future to fund a mobile driving simulator program for the Central Valley or for Northern California, two regions where this training is not now available.

This item is on the Committee's agenda for information, discussion, and recommendations.

**SUMMARY OF THE FINAL EVALUATION REPORT
FOR THE DRIVING SIMULATOR PROJECT
(From the Agenda for the November 1995 Commission Meeting)**

In July 1993 the Commission approved the establishment of a driver training simulator pilot program at each of three sites: the Los Angeles County Sheriff's Department, the San Bernardino County Sheriff's Department, and the San Jose Police Department. To date, more than 3,700 law enforcement personnel have received simulator training as part of the pilot program. The full report describes the results of an evaluation of the program.

As more fully described in the report, three different types of information were collected for the evaluation: (1) student feedback immediately following the training (N=1,865), (2) student feedback three to nine months after the training (N=96), and (3) student performance on the simulator (N=98). The results are summarized below.

Student feedback immediately following training was generally very favorable with respect to the overall training experience and the objectives of increasing awareness and understanding of the dangers, decision points, and policy issues associated with pursuit and emergency response driving. Students were less confident in their ability to drive the simulator. The handling characteristics of the simulator (steering, cornering, etc.), particularly the ability to judge speed and distance, were often reported as limiting factors which warrant improvement. Other frequently mentioned suggestions for improving the training were to improve the graphics and increase training time.

Those with more law enforcement experience and those having more prior law enforcement driver training were somewhat less favorable in their evaluations, although the majority of members from these groups also described the training in favorable terms. Self-evaluations of overall performance on the simulator were found to be strongly associated with evaluations of the training (i.e., those who evaluated their own performance most favorably also tended to evaluate the training most favorably).

Those who received training in a single instructor environment (with typically three or four simulators in operation), and those who spent less time driving the simulator (in particular, 30 minutes or less), also were less favorable in their evaluations. These relationships appear to account, in large part, for differences found in the evaluations by training site.

A significant percentage of students reported experiencing one or more symptoms of simulator sickness (47.2%). However, few among this group did not complete the training (7.2%). Women more often reported symptoms than men (64.9% versus 44.6%), and more often did not complete training if they reported symptoms (11.7% for women; 5.5% for men). Those who are susceptible to car sickness reported higher incidence rates for all symptoms; older students reported higher rates for nausea and headache. No differences were found in sickness rates by

ATTACHMENT 1

training site, training date, time since last meal, hours of sleep before training, or use/nonuse of corrective lenses.

Feedback from students interviewed subsequent to training was consistent with that obtained from students immediately following training. The majority of interviewees (61.3 %) rated the overall effectiveness of the training as "above average," compared to other driver training received; 57.4% rated the training "very effective" and another 23.4% "effective" with respect to heightening awareness of the dangers associated with pursuit and emergency response driving; and 92.6% would recommend the training for others. Close to half of the interviewees (47.9%) were able to recall specific instances where they applied what they learned on the job.

Depending on the symptom, between 14.3% and 50.0% of the interviewees indicated that simulator sickness persisted after training. In rare instances, it was reported that the symptom remained for another 24 hours.

Evaluations of student performance on the simulator revealed significant improvements after training. Furthermore, comparable results were obtained for each of the three pilot sites. At the same time, the performance of many students at the conclusion of training was not error-free, suggesting that they would benefit from additional training.

Overall, the results of the evaluation are very positive and reflect favorably on the Commission's action to underwrite the pilot program.

DRIVING SIMULATORS AND SIMULATION

The purpose of this attachment is to provide some technical background information that may be helpful to the Finance Committee in discussing future directions for driving simulation in California. The information is organized into three sections: Hardware and Technical Issues, Operational Issues, and Need for Research.

Hardware and Technical Issues

Simulator Manufacturers

Several companies have developed driving simulators and are interested in adapting these machines for law enforcement driving. Perceptronics has a truck driving simulator, I*SIM Corporation has the basis for a law enforcement driving simulator, and IBE Technologies has an entertainment racetrack driving simulator that could be adapted for law enforcement. DORON Precision Systems, Inc., markets the Advanced Mobile Operations Simulator (A.M.O.S.) system being used in California agencies. (DORON purchased the A.M.O.S. system from Time Warner Interactive early in 1996.)

At present the main use of these simulators is for teaching judgment and decision making. In the future, though, as the technology improves and becomes more affordable, there may be some driving skills that can be taught as well in a simulator as in a real vehicle. Of course, using simulation for teaching such skills would have to be shown to be more economical than using real vehicles.

Improved Graphics

Improvements in computer technology have made it possible to have more realistic graphics than are presently being used in the DORON simulator and to display or update these graphics more quickly. Since fast driving requires rapidly changing graphics, the update rate is especially important. This update rate, which is measured in hertz (Hz or frequency per second), determines how much flicker there is and contributes to the realism of the graphics. Expensive, high-end simulators used for military training use at least 60Hz. Presently, the DORON system updates at about 15Hz; DORON is analyzing ways to upgrade the quality of the graphics and the update rate.

Another technical challenge is the size of the field of view. Since law enforcement driving simulation must enable the driver to check intersections for cross traffic, the display has to provide a field of view of at least 200 degrees. The DORON simulator with its five screens provides a 225-degree view, which is one of the strengths of this system. All of these factors – sophistication of the graphics, the graphic update rate, and field of view – have a direct bearing on the overall cost of a simulator.

Operational Issues

Maintenance and Upgrades

The costs associated with providing simulator training include more than just instructor salaries. Simulators require maintenance and periodic replacement of out-dated or worn out components. Therefore, one of the main on-going expenses associated with any future simulator operation will be maintenance agreements to provide routine and special servicing of the systems. Time Warner Interactive provided these services without cost to the three Commission-funded sites in return for on-going consultation from POST on ways to improve the simulator to meet the needs of law enforcement. It is not certain whether this kind of *quid pro quo* arrangement will continue with DORON.

Driving Simulator Instructors

Given the special nature of simulator training, it will be important for POST to carefully monitor the training to ensure that quality is maintained. Experience has shown that to be meaningful, simulator training must be provided by a competent instructor who uses a well-organized, carefully-sequenced curriculum using POST-approved scenarios; simulator classes must be at least four hours long.

Instructor Training

One of the main reasons for the successful utilization of the driving simulators at all of the California sites is the quality of the instructors. Even with well-designed scenarios, the role of the instructor in providing feedback to the students is essential for learning to occur. Different types of instructor training are required. Learning how to operate the simulator system is just the first step, that is, how to load scenarios and provide playback of a student's driving. Much more is involved in learning how to recognize early symptoms of simulator sickness, giving directions on what a student should do, thoroughly understanding the teaching points presented in each scenario, developing ways to give feedback based on an individual driver's decisions, and learning ways to efficiently manage a simulator class.

There is a need for a class to teach simulator instructors for agencies that may purchase simulators in the future.

Scenario and Curriculum Development

The simulator by itself does not provide training. Scenarios are essential, and these must be designed and programmed into the simulator. POST has funded one person half-time to perform this task for the DORON simulators. There is a need to develop these skills in other people.

ATTACHMENT 2

Seventy of the scenarios that POST created during the pilot project are now sold with the DORON simulator, together with the *Driving Simulator Instructor Guide* developed by the POST Driving Simulator Committee. The non-exclusive marketing agreement between POST and DORON stipulates that when a site outside of California purchases a DORON simulator, POST will receive a \$2500 royalty for the scenarios and *Instructor Guide*.

Coordination of Training

Having only DORON simulators installed in California is one factor for the success of the present driving simulator program. The reason is that each agency has been able to benefit from the work performed at other agencies. In the future, driving simulators produced by different companies may be installed in California agencies. Having a mechanism to work with such agencies to coordinate their efforts with the present install base will be important in order to ensure consistent, quality simulator instruction. The present Driving Simulator Committee, which has representatives from each California agency with simulators, should be able to provide this coordination.

Need for Research

POST staff has studied the literature and consulted with researchers who have conducted studies for the automobile industry and the National Highway Traffic Safety Administration. One result of the evaluation of the POST pilot project was determining areas where more research is needed.

Simulator Sickness

The November 1995 evaluation report indicated that a small percentage of students experience simulator sickness. Instructors have learned to employ various techniques to minimize such discomfort, including the type of orientation scenarios, temperature control, use of a special bracelet on the wrists, and monitoring students' comfort level when driving.

POST staff have continued to gather data on students' reactions to the simulator in an effort to discover what additional techniques might be used. There is a need for conducting controlled experiments to determine which factors are most important for causing discomfort and sickness or for preventing the problems. An important factor appears to be the graphics update rate.

Motion

Another area needing research is the extent to which motion would contribute to learning and possibly mitigate (or increase) discomfort and sickness in the DORON simulator, which does not utilize a motion platform. Some manufactures contend that motion is important and others do not. Having a sound basis for making the decision on including motion is important, given the extra costs, both for the initial purchase of the sophisticated equipment and for its maintenance.

Instructional Factors

There are numerous instructional factors in providing driving simulation that also need to be researched. One is the optimum amount of time needed in the simulator to attain various objectives. Others relate to the number, type, length, and sequencing of scenarios to produce optimum effects.

M E M O R A N D U M

To: Finance Committee

Date: December 19, 1996

From: Norman C. Boehm, Executive Director
Commission on Peace Officer Standards & Training

Subject: Public Safety Dispatcher Entry-Level Test Fees

In July 1995 the Commission expanded the entry-level selection standards for public safety dispatchers to require that candidates for the position be evaluated for verbal, reasoning, memory and perceptual abilities. The new requirements were incorporated in Commission Regulation 1018(c)(4). A July 1, 1997 implementation date was established for the regulation to allow agencies sufficient time to develop their own job-related tests of these abilities.

At the same July 1995 Commission meeting, the Commission approved the *POST Entry-Level Dispatcher Selection Test Battery*, a series of tests developed by POST to measure the abilities required of dispatchers under the new regulation. The Commission further acted to make the test battery available to agencies in the dispatcher program on a fee-for-use basis until the July 1, 1997 implementation of the new regulation.

Since January 1996, over 100 agencies have used the POST test battery to evaluate over 5,000 job candidates. The user agencies have paid a total of approximately \$50,000 in accordance with a published fee schedule.

With the July 1, 1997 implementation date of the regulation fast approaching, there is a need to decide whether to continue to provide the test battery on a fee-for-use basis, or alternatively, whether to underwrite the costs of making the test battery available to agencies in the dispatcher program. The precedent for underwriting such costs exists with the *POST Entry-Level Law Enforcement Test Battery*, which measures reading and writing ability, and which has been provided at no cost to agencies in the POST reimbursable program since the Commission's adoption of reading and writing requirements for entry-level peace officers over 15 years ago.

Projected Test Use and Associated Costs:

It is anticipated that demand for the dispatcher test battery will increase substantially in July when the new standards become effective, as there are few cost-competitive alternatives for use by agencies the POST program, and the test battery has been very

well received by those agencies that have used it on a voluntary basis.

There are a total of 340 agencies in the POST Dispatcher Program. Assuming that two thirds of the agencies elect to use the test battery during the next fiscal year, this would be more than double the number of test administrations during the past calendar year. Further assuming that the number of test candidates also more than doubles, the total estimated charges to user agencies under the 97/98 fee schedule would be approximately \$110,000.

The primary options before the Commission are as follows:

Option 1: The Commission continues to charge agencies to recover costs associated with providing the dispatcher test battery.

Advantages: Savings to the POTF of approximately \$110,000.

Disadvantages: Inconsistent with long standing Commission policy to provide law enforcement reading and writing test battery at no cost to user agencies to support agency compliance with Commission mandate to assess reading and writing skills of law enforcement candidates.

Option 2: Effective with the July 1, 1997 implementation date of the Commission's cognitive ability testing requirement for public safety dispatchers, the Commission underwrites the costs of providing the dispatcher test battery to agencies in the POST Dispatcher Program.

Advantages: Consistent with Commission policy of providing law enforcement reading and writing test battery at no cost to user agencies. Potential cost savings to agencies in the POST Dispatcher Program of approximately \$110,000.

Disadvantages: Cost to POTF of approximately \$110,000.¹

¹\$110,000 cost estimate assumes that POST would not underwrite costs for actual proctoring of the test battery. This service has never been provided by POST in conjunction with the no cost availability of the law enforcement reading and writing test battery, nor is it assumed that it would be provided at no cost for the dispatcher test battery.

COMMISSION AGENDA ITEM REPORT

Agenda Item Title Management Course Contracts Fiscal Year 1997/98		Meeting Date January 23, 1997
Bureau Center for Leadership Development	Reviewed By <i>Robert H. Fuller</i>	Researched By Tom Hood
Executive Director Approval	Date of Approval	Date of Report December 16, 1996
Purpose: <input type="checkbox"/> Decision Requested <input type="checkbox"/> Information Only <input type="checkbox"/> Status Report		Financial Impact: <input type="checkbox"/> Yes (See Analysis for details) <input type="checkbox"/> No

In the space provided below, briefly describe the ISSUE, BACKGROUND, ANALYSIS, and RECOMMENDATION. Use additional sheets if required.

ISSUE

Commission review and approval of Management Course contracts as proposed for Fiscal Year 1997/98 are required to authorize the Executive Director to negotiate contracts with presenters.

BACKGROUND

These courses are currently budgeted at \$309,539 for twenty (20) presentations by five (5) presenters:

California State University - Humboldt
California State University - Long Beach
California State University - Northridge
California State University - San Jose
San Diego Regional Training Center - San Diego

No other educational institutions have expressed interest in presenting the Management Course. In addition, there are two (2) certified Management Course presenters who offer training to their own personnel at no cost to the POST fund:

California Highway Patrol
State Department of Parks and Recreation

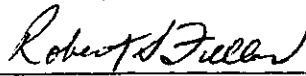
ANALYSIS

Course costs are consistent with POST tuition guidelines. Required learning goals are being satisfactorily presented by each contractor.

It is estimated that twenty-two (22) presentations will be required in FY 1997/98. Staff anticipates some increases over FY 1996/97 due to increased costs for instructors, coordination, facilities, and materials.

RECOMMENDATION

Authorize the Executive Director to negotiate new contracts to be returned to the Commission at the April 1997 meeting.

COMMISSION AGENDA ITEM REPORT			
Agenda Item Title Contract for Command College and Executive Training Fiscal Year 1997/98			Meeting Date January 23, 1997
Bureau Center for Leadership Development	Reviewed By 	Researched By Beverley Short	
Executive Director Approval	Date of Approval	Date of Report December 16, 1996	
Purpose: <input type="checkbox"/> Decision Requested <input type="checkbox"/> Information Only <input type="checkbox"/> Status Report		Financial Impact: <input type="checkbox"/> Yes (See Analysis for details) <input type="checkbox"/> No	
In the space provided below, briefly describe the ISSUE, BACKGROUND, ANALYSIS, and RECOMMENDATION. Use additional sheets if required.			
<p><u>Issue</u></p> <p>Commission review and approval of the Command College and Executive Training contract for fiscal year 1997/98 are required to authorize the Executive Director to negotiate with the presenter.</p> <p><u>Background</u></p> <p>Since the inception of the Command College in 1984, the Commission has approved a contract with San Diego Regional Training Center to provide the services of faculty, facilitation, coordinators, facilities, materials, course development, and related activities for the Command College and seminars for chiefs, sheriffs, and senior law enforcement managers. Additionally, beginning with the 1992/93 fiscal year, the Commission approved the costs of administering and presenting the Executive Development Course to be included in the executive training contract.</p> <p>The first class attending the revised Command College/Executive Leadership Institute (CC/ELI) Program (Class 24) will be graduating, and three additional classes will be in different phases of the program during the 1997/98 fiscal year. The first annual Leadership Conference for chief executives, command staff, and graduates and students of the CC/ELI and the Supervisory Leadership Institute will be held November 12-14, 1997. The Leadership Conference is in lieu of the Graduation-POST Special Seminar and Command College graduates' update.</p> <p>Executive training has been designed to meet the stated needs of chiefs, sheriffs, and senior managers. In 1997/98 CLD staff will develop, coordinate, and present 35 executive seminars.</p> <p>The Executive Development Course is presented in two modules of 40 hours each. The course is held in both the northern and southern part of the state for the convenience of the participants and to further conserve on travel and per diem reimbursement costs. During 1996/97 fiscal year, five presentations were approved by the Commission for a total cost of \$105,850. During the 1997/98 fiscal year, six presentations will be needed to meet the high</p>			

demand for this training. Currently there is a waiting list of 65 law enforcement executives and their next-in-command officers. The total cost for the Executive Development Course for 1997/98 is expected to increase the cost of one additional presentation for a total of \$127,020.

The total contract amount for the Command College, management and executive training seminars, and the Executive Development Course for fiscal year 1996/97 is \$422,345. Contract costs for 1997/98 are estimated to increase slightly due to increased training costs and additional presentations being offered.

Analysis

Funds will be needed to support the on-going programs of the Command College, executive training and seminars, and the Executive Development Course.

Recommendation

Authorize the Executive Director to negotiate a new contract to be returned for Commission approval at the April 1997 meeting.

COMMISSION AGENDA ITEM REPORT

Agenda Item Title Supervisory Leadership Institute Contract Fiscal Year 1997/98		Meeting Date January 23, 1997
Bureau Center for Leadership Development	Reviewed By <i>Robert A. Fuller</i>	Researched By Tom Hood
Executive Director Approval	Date of Approval	Date of Report December 16, 1996
Purpose: <input type="checkbox"/> Decision Requested <input type="checkbox"/> Information Only <input type="checkbox"/> Status Report		Financial Impact: <input type="checkbox"/> Yes (See Analysis for details) <input type="checkbox"/> No

In the space provided below, briefly describe the ISSUE, BACKGROUND, ANALYSIS, and RECOMMENDATION. Use additional sheets if required.

Issue

Commission review and approval of the Supervisory Leadership Contract as proposed for Fiscal Year 1997/98 are required to authorize the Executive Director to negotiate a contract with CSU Long Beach.

Background

The Commission approved three classes of the Supervisory Leadership Institute (SLI) for Fiscal Year 1988/89 and four classes commencing FY 1989-90. Beginning the 1990-91 FY the Commission approved six classes to run continuously. In 1995 and 1996, the Commission approved an additional class bringing the total classes to seven and eight, respectively.

The Commission approved a contract with CSU Long Beach to assist in the development and administration of the program.

Analysis

The 1996/97 contract costs are \$540,839.89 (which includes mid-year augmentation for the additional 1.5 classes per year approved by the Commission in 1996). These costs are consistent with similar management and executive training programs administered by POST. Plans are to continue eight classes in FY 97/98. This will require the continuing search for and development of a total of 14 facilitators to meet the need of team instruction and courses being presented simultaneously.

Recommendation

Authorize the Executive Director to negotiate a new contract to be returned for Commission approval at the April 1997 meeting.

COMMISSION ON PEACE OFFICER STANDARDS AND TRAINING

COMMISSION AGENDA ITEM REPORT

Agenda Item Title		Meeting Date
POST/DOJ Interagency Agreement for Training		January 23, 1997
Bureau	Reviewed By	Researched By
Training Delivery and Compliance Bureau	Ronald T. Allen, Chief	Mickey Bennett
Executive Director Approval	Date of Approval	Date of Report
		December 3, 1996
Purpose		Financial Impact:
<input checked="" type="checkbox"/> Decision Requested <input type="checkbox"/> Information Only <input type="checkbox"/> Status Report		<input checked="" type="checkbox"/> Yes (See Analysis for details) <input type="checkbox"/> No

In the space provided below, briefly describe the ISSUE, BACKGROUND, ANALYSIS, and RECOMMENDATION. Use additional sheets if required.

ISSUES

The Commission and the Department of Justice Advanced Training Center have provided training to local law enforcement agencies during Fiscal Year 1996-97 through an Interagency Agreement.

BACKGROUND

The Department of Justice has been contracting with POST to provide training to local law enforcement agencies since 1974. During Fiscal Year 1996-97, the amount allocated to this training was \$993,451.00. For this amount the Department of Justice presented 21 separate courses.

These courses are unique and have been developed at the request of POST staff. The state-wide training needs assessment indicates some courses need additional presentations and at least one new course needs to be developed. The contract for Fiscal Year 1997-98 should not exceed \$1,100,000.00.

The Department of Justice is agreeable to conduct a similar training program in Fiscal Year 1997-98.

RECOMMENDATION

Authorize the Executive Director to negotiate a similar agreement with the Department of Justice for Fiscal Year 1997-98.

COMMISSION ON PEACE OFFICER STANDARDS AND TRAINING

COMMISSION AGENDA ITEM REPORT

Agenda Item Title Request for Contract Authority to Broadcast Video Training Tapes		Meeting Date January 23, 1997
Bureau Training Program Services	Reviewed By Otto Saltenberger	Researched By Ray Bray
Executive Director Approval	Date of Approval	Date of Report December 9, 1997
Purpose <input type="checkbox"/> Decision Requested <input type="checkbox"/> Information Only <input type="checkbox"/> Status Report		Financial Impact: <input type="checkbox"/> Yes (See Analysis for details) <input type="checkbox"/> No

In the space provided below, briefly describe the ISSUE, BACKGROUND, ANALYSIS, and RECOMMENDATION. Use additional sheets if required.

ISSUE

Should the Commission authorize the Executive Director to negotiate an interagency agreement with San Diego State University or other public entities to assemble and broadcast twelve videotape training programs during Fiscal Year 1997-98.

BACKGROUND

During Fiscal Year 1996/97 the Commission approved a \$60,000 contract with San Diego State University for twelve satellite broadcasts of videotape training programs. Six of the broadcasts have been completed with the remaining six scheduled for one each month through June 1997. The broadcasts are being recorded and used by law enforcement agencies for training of their personnel. Feedback from the field continues to be highly commendatory, and the Commission has been encouraged to continue this program.

ANALYSIS

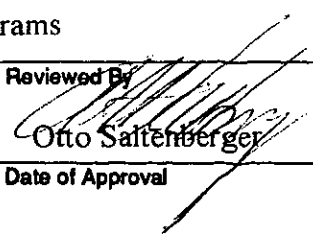
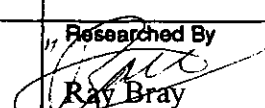
Broadcasting of training programs via satellite has proven to be an effective method of delivery. Each two-hour broadcast contains at least four agency-produced videotapes and four segments of Case Law Updates, two each produced by the Alameda County District Attorney's Office and Golden West College. Over 500 tapes have been presented via satellite since the series began in December of 1988. This method of distribution has greatly expanded the use of existing videotaped material and helped to improve the effectiveness of training programs overall.

RECOMMENDATION

It is recommended that the Executive Director be authorized to negotiate a new contract with San Diego State University, or other units of the California State University system, for the assembly and transmission of twelve training tape satellite broadcasts.

COMMISSION ON PEACE OFFICER STANDARDS AND TRAINING

COMMISSION AGENDA ITEM REPORT

Agenda Item Title Request for Contract Authority to Produce Case Law Update Satellite Programs		Meeting Date January 23, 1997
Bureau Training Program Services	Reviewed By  Otto Saltzberger	Researched By  Ray Bray
Executive Director Approval	Date of Approval	Date of Report December 9, 1997
Purpose <input type="checkbox"/> Decision Requested <input type="checkbox"/> Information Only <input type="checkbox"/> Status Report		Financial Impact: <input type="checkbox"/> Yes (See Analysis for details) <input type="checkbox"/> No

In the space provided below, briefly describe the **ISSUE**, **BACKGROUND**, **ANALYSIS**, and **RECOMMENDATION**. Use additional sheets if required.

ISSUE

Should the Commission authorize the Executive Director to negotiate contracts with Alameda County District Attorney's Office and Golden West College to produce 24 Case Law Update training programs each during Fiscal Year 1997/98.

BACKGROUND

At its April 20, 1995 meeting, the Commission approved \$52,000 for contracts with Alameda County District Attorney's Office And Golden West College for the production of 24 Case Law Update training programs each during 1996/97. Fourteen programs from each producer have been included in monthly POST videotape training broadcasts so far, with ten from each producer scheduled for use during the remainder of this fiscal year. The reaction to the programs has been favorable, and the Commission has been encouraged to continue this series.

ANALYSIS

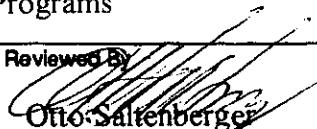
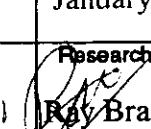
Case Law Updates are included in POST satellite broadcasts to provide current information on recent court decisions to all California law enforcement agencies. The presenters include three assistant district attorneys and an Orange County Superior Court judge. The subject matter has been coordinated by POST staff to avoid duplication of production efforts. Cases chosen are recent and applicable to the needs of the law enforcement community. These updates have greatly increased the effectiveness of videotape training broadcasts.

RECOMMENDATION

It is recommended that the Executive Director be authorized to negotiate new contracts with the Alameda County District Attorney's Office and Golden West College for the production of 24 Case Law Updates each during the 1996/97 fiscal year.

COMMISSION ON PEACE OFFICER STANDARDS AND TRAINING

COMMISSION AGENDA ITEM REPORT

Agenda Item Title Request for Authority to Negotiate Contracts for the FY 1996-97 Telecourse Programs		Meeting Date January 23, 1997
Bureau Training Program Services	Reviewed By  Otto Saltenberger	Researched By  Ray Bray
Executive Director Approval	Date of Approval	Date of Report December 9, 1996
Purpose <input type="checkbox"/> Decision Requested <input type="checkbox"/> Information Only <input type="checkbox"/> Status Report		Financial Impact: <input type="checkbox"/> Yes (See Analysis for details) <input type="checkbox"/> No

In the space provided below, briefly describe the ISSUE, BACKGROUND, ANALYSIS, and RECOMMENDATION. Use additional sheets if required.

ISSUE

Should the Commission authorize the Executive Director to negotiate an interagency agreement with San Diego State University, or other public entities, for distance learning telecourse training programs for fiscal year 1997-98.

BACKGROUND

During fiscal year 1996-97, POST will have produced and presented a total of 12 telecourses. At this time it appears that the costs for producing these programs will not exceed the costs allocated for the current fiscal year of \$550,000.

The production and presentation of satellite telecourses continues to be a valuable, effective training medium. The Law Enforcement community has enthusiastically accepted the medium, as evidenced by positive evaluations and many unsolicited calls requesting specific topics for future broadcasts. Moreover, 429 law enforcement agencies currently possess satellite receivers provided by the Commission and an increase in program demand is expected. The Commission has recently authorized the expenditure of monies to complete the Satellite Training Network, and to provide reimbursement for satellite dishes to those agencies that were unable to receive them in 1993.

ANALYSIS

It is proposed to produce 12 telecourses during the 1997-98 fiscal year. Subject matter for the planned telecourse programs are drawn from a variety of contemporary law enforcement issues, legislative mandates and from topics requested by officers on their evaluations of recently viewed telecourses.

The inevitable contingency always exists which may require the completion of unscheduled specialized training video production. Such events impact and strain the contract resources designed for telecourse production. Specialized videos are estimated at approximately \$30,000 each. The completion of two unplanned videos would require an additional \$60,000. While the

costs at KPBS have remained relatively stable the cost of uplinking and satellite rental has increased by about \$800 per production and may continue to increase. Therefore it is proposed to maintain last year's contract increase by \$20,000 to accommodate costs for specialized videos and anticipated cost increases in uplinking.

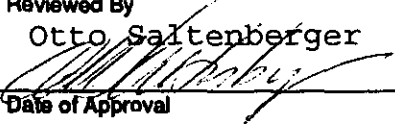
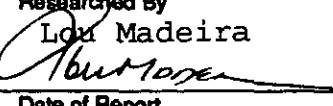
San Diego State University KPBS Public Broadcasting has provided POST with excellent production capability. Their management, script writers, producers, directors, and camera operators have adapted well and support POST'S demand for high quality law enforcement programming.

RECOMMENDATION

Authorize the Executive Director to negotiate with San Diego State University or other public entities for production of telecourses and specialized training videos for fiscal year 1997-98.

COMMISSION ON PEACE OFFICER STANDARDS AND TRAINING

COMMISSION AGENDA ITEM REPORT

Agenda Item Title Request for Authority to Negotiate a Contract for the 1997-98 Master Instructor Program		Meeting Date January 23, 1997
Bureau Training Program Services	Reviewed By Otto Saltenberger 	Researched By Lou Madeira 
Executive Director Approval	Date of Approval	Date of Report November 18, 1996
Purpose <input type="checkbox"/> Decision Requested <input type="checkbox"/> Information Only <input type="checkbox"/> Status Report		Financial Impact: <input type="checkbox"/> Yes (See Analysis for details) <input type="checkbox"/> No

In the space provided below, briefly describe the ISSUE, BACKGROUND, ANALYSIS, and RECOMMENDATION. Use additional sheets if required.

ISSUE

Should the Commission authorize the Executive Director to negotiate a contract for the Master Instructor Development Program for Fiscal Year 1997-98?

BACKGROUND

At its April 18, 1996 meeting, the Commission approved a contract with the San Diego Regional Training Center to provide coordination and presentation support for the Master Instructor Development Program (MIDP). The contract, totalling \$244,103, provided fiscal support for workshops for classes #4, #5, #6 and #7. In addition, the contract funded an update seminar for previous program graduates.

ANALYSIS

The MIDP consists of five workshops presented over a twelve month period including an 80-hour Core Course, a 32-hour Learning Contract Workshop, two 24-hour Progress Workshops and a final 40-hour competency Validation Workshop. A full program transcends fiscal years.

The program is designed to elevate experienced law enforcement instructors to mastery in Instructional Systems Design (ISD), adult learning concepts, student-centered active training techniques, instructional technology, training materials development, and research methods. Individuals completing the course mentor both novice and journeymen trainers at their local training centers and form the cadre of trainers needed to present other instructor development courses statewide. The Master Instructor Development Program is a fundamental element of the Commission's emphasis on improving the overall quality of instruction for California law enforcement.

The San Diego Regional Training Center has provided POST with superior presentation support and meets POST's demand for high quality law enforcement training.

Authority to negotiate terms for a new annual contract with the San Diego Regional Training Center is appropriate. This 1997-98 contract would provide support for the conclusion of Class #7, as well as support for Class #8 and Class #9. The contract would also incorporate a graduate update seminar and provide funding for the training of back-up facilitators.

RECOMMENDATION

Authorize the Executive director to negotiate a contract with the San Diego Regional Training Center for the Master Instructor, Development Program for Fiscal Year 1997-98.

COMMISSION ON PEACE OFFICER STANDARDS AND TRAINING

COMMISSION AGENDA ITEM REPORT

Agenda Item Title Robert Presley Institute of Criminal Investigation Core Course Contract FY 1997/98		Meeting Date January 23, 1997
Bureau Training Program Services	Reviewed By <i>Otto Saftenberger</i>	Researched By <i>Neil Zachary</i> Neil Zachary
Executive Director Approval	Date of Approval	Date of Report December 4, 1996
Purpose <input type="checkbox"/> Decision Requested <input type="checkbox"/> Information Only <input type="checkbox"/> Status Report		Financial Impact: <input type="checkbox"/> Yes (See Analysis for details) <input type="checkbox"/> No

In the space provided below, briefly describe the ISSUE, BACKGROUND, ANALYSIS, and RECOMMENDATION. Use additional sheets if required.

ISSUE

Should the Commission authorize the Executive Director to negotiate a contract for the continued delivery of the Robert Presley Institute of Criminal Investigation (ICI) Core Course for Fiscal Year 1997-98?

BACKGROUND

The Commission approved contracts with four presenters for the delivery of 18 offerings of the Robert Presley Institute of Criminal Investigation (ICI) Core Course in the amount not to exceed \$442,000.00 for fiscal year 1996-97.

Presenters of the ICI Core Course are listed below with the number of offerings conducted in fiscal year 1996-97. All presentations scheduled in FY 1996-97 are full. The San Francisco Police Department has requested that they be allowed to present three offerings of the ICI Core Course for their staff. Accordingly, it is anticipated that overall contract costs will rise.

Contractor	No. Offerings
San Diego Regional Training Center (SDRTC)	5
Sacramento Public Safety Center (SPSC)	5
San Jose State University (SJSU)	4
Los Angeles Police Department (LAPD)	4
Total	18

ANALYSIS

The ICI Core Course is presented using adult experiential learning concepts which have proven to be an excellent method of instruction. Trainees are challenged to learn and perform in realistic role-play exercises and practical simulations.

The Core Course is a recommended prerequisite to all other courses in the ICI program and is therefore the foundation upon which all other courses are built. ICI is directed at training law enforcement personnel assigned to follow-up investigations. With the national interest of recent high profile criminal cases, more attention will be focused on how detectives prepare cases for court. The ICI provides training for detectives in all aspects of criminal investigations.

Because local agencies are experiencing fiscal constraints during Fiscal Year 1996-97, and found it difficult to front tuition costs for the Core Course, the Commission approved paying the presentations costs of the Core Course directly to the presenter. Since the fiscal outlook has not improved, it is assumed they will desire to continue presenting this training via contract.

RECOMMENDATION

Authorize the Executive Director to negotiate a new contract or contracts with interested and qualified public presenters.

COMMISSION ON PEACE OFFICER STANDARDS AND TRAINING

COMMISSION AGENDA ITEM REPORT

Agenda Item Title Request for Contract to Continue the Institute of Criminal Investigation Instructors' Update Workshops		Meeting Date January 23, 1997
Bureau Training Program Services	Reviewed By Otto Saltenberger	Researched By Neil Zachary
Executive Director Approval	Date of Approval	Date of Report December 4, 1996
Purpose <input type="checkbox"/> Decision Requested <input type="checkbox"/> Information Only <input type="checkbox"/> Status Report		Financial Impact: <input type="checkbox"/> Yes (See Analysis for details) <input type="checkbox"/> No

In the space provided below, briefly describe the ISSUE, BACKGROUND, ANALYSIS, and RECOMMENDATION. Use additional sheets if required.

ISSUE

Should the Commission authorize the Executive Director to negotiate a contract with the San Diego Regional Training Center to continue the Robert Presley Institute of Criminal Investigation (ICI) Instructors' Update Workshops and conduct six course evaluation meetings for Fiscal Year 1997-98?

BACKGROUND

The Commission authorized special training during the last four years, for instructors of the Robert Presley Institute of Criminal Investigation (ICI) so that the ICI Core and the eleven Foundation Specialty Courses were designed and taught using the adult experience-based learning concepts and competency-based learning objectives. To ensure that all ICI instructors understand and are competent with these concepts and objectives, the 40-hour ICI Instructors' Update Workshop was designed and required for all ICI instructors. The approved contract cost for FY 96/97 was \$58,000.

Because of the increased need for ICI instructors for FY 1997-98, it is recommended that the workshops be continued. The demand of the ICI program has required one additional Core Course presenter to be added in FY 1997-98, and three more presentations are being requested in FY 1997-98, bringing the number of Core Course presentations to 21 per year. Currently, each Foundation Specialty Course has one presenter, and each presenter offers their course between three and ten times per year. It has become necessary to add additional presenters and offerings of certain specialties as the demand dictates.

To date, a total of 270 instructors have been trained. Twenty-five Instructors are required for each Core Course presentation and Foundation Specialty Courses require between four and twelve instructors. Because of the necessity to add Core Course presentations and specialty course offerings, additional instructors need to be trained.

Students completing the ICI Core and Foundation Specialty Courses have favorably evaluated the program which encompasses adult experience-based learning techniques. Students have written on course evaluations that they appreciate the opportunity of sharing and learning from other students.

In addition to specialized training for ICI instructors, periodic meetings of instructors teaching in ICI courses are required to maintain the dynamic nature of the course work and to make recommended changes in the curriculum.

ANALYSIS

In order to train additional instructors to fill vacancies, it is proposed that ICI Instructors' Update Workshops be continued during FY 1997-98. Also, instructors currently teaching in the ICI program have requested one meeting per year to evaluate the courses and adopt recommended changes. It is proposed that one Core Course meeting and five Foundation Specialty Course meetings be conducted for this purpose.

Adult experience-based learning concepts have proven to be an excellent method of instruction; it requires total involvement by instructor and student. All trained instructors have commented that employing adult experience-based learning concepts and competency-based learning objectives in the class room make teaching more effective and there is more sharing of knowledge among students. Practically all ICI instructors work in the criminal justice system. They range from case-carrying detectives to crime scene criminalists to assistant district attorneys and judges. Although they are subject-matter experts in their various fields of instruction and experienced instructors, they do not have the time to complete the entire Master Instructor Development Program. Therefore, the abbreviated, concentrated ICI Instructors' Update Workshop was developed.

RECOMMENDATION

Authorize the Executive Director to negotiate a contract with the San Diego Regional Training Center to coordinate four ICI Instructors' Update Workshops and conduct six course evaluation meetings during FY 1997-98.

COMMISSION ON PEACE OFFICER STANDARDS AND TRAINING

COMMISSION AGENDA ITEM REPORT

Agenda Item Title Request for Contract Approvals - Basic Driver Training, Motorcycle & Narcotic Courses		Meeting Date January 23, 1997
Bureau Training Delivery & Compliance	Reviewed By <i>M. Bennett</i> Ronald T. Allen <i>For</i>	Researched By Gary C. Sorg <i>GS</i>
Executive Director Approval	Date of Approval	Date of Report December 16, 1996
Purpose <input checked="" type="checkbox"/> Decision Requested <input type="checkbox"/> Information Only <input type="checkbox"/> Status Report		Financial Impact: <input checked="" type="checkbox"/> Yes (See Analysis for details) <input type="checkbox"/> No

In the space provided below, briefly describe the ISSUE, BACKGROUND, ANALYSIS, and RECOMMENDATION. Use additional sheets if required.

ISSUES

Approval to negotiate contract agreements with certain POST certified presenters of the Basic Course Driver Training, the Basic Motorcycle Course, and the Basic Narcotics Course to provide training to California law enforcement for Fiscal Year 1997/98.

BACKGROUND

Prior to 1993, these courses were presented exclusively as a Plan III tuition courses. Shrinking County and City budgets made it difficult for law enforcement agencies to front the tuition costs for these programs.

In 1993, the Commission directed staff to transfer some categories of training, identified as high cost and needed state-wide, from Plan III to contracts. Basic Course Driver Training, Basic Motorcycle Training, and Basic Narcotics Training, were identified as meeting this category. Although switching from Plan III to contracts has not appreciably increased or decreased the cost to POST for providing these courses, agencies have benefitted by the elimination of up-front costs and reduction in administrative processing.

This proposal would allow the Executive Director to negotiate contracts with presenters of these courses for Fiscal Year 1997/98.

ANALYSIS

The amount proposed, represents the same amount that would be allocated through terms of certification for tuition under Plan III and does not increase the fiscal impact to the Peace Officer Training Fund (POTF). These negotiations are the first step toward agreements that would continue to make training programs more convenient for law enforcement.

Contract negotiations would occur with the following agency and college presenters:

Alameda County Sheriff's Department
Alan Hancock College
Butte College
California Highway Patrol
College of the Redwoods
Fremont Police Department
Los Medanos College
Oakland Police Department
Orange County Sheriff's Department
Sacramento Police Department
San Bernardino County Sheriff's Department
San Diego Police Department
South Bay Regional Public Safety Training Consortium
Ventura County Sheriff's Department

RECOMMENDATION

Authorize the Executive Director to negotiate contracts with the agencies and colleges described, to train a maximum of 125 students in the Basic Narcotics Course, 415 students in the Basic Motorcycle Course, and 3131 students in the Basic Course Driver Training. The total amount of these contracts are not to exceed \$1,738,781 for the period starting July 1, 1997 and ending June 30, 1998.

COMMISSION AGENDA ITEM REPORT

Agenda Item Title Contract for Labor/Management Partnerships Course Fiscal Year 1997/98		Meeting Date January 23, 1997
Bureau Center for Leadership Development	Reviewed By <i>Robert J. Fuller</i>	Researched By Bud Lewallen and Dave Hall
Executive Director Approval	Date of Approval	Date of Report December 16, 1996
Purpose: <input type="checkbox"/> Decision Requested <input type="checkbox"/> Information Only <input type="checkbox"/> Status Report		Financial Impact: <input type="checkbox"/> Yes (See Analysis for details) <input type="checkbox"/> No

In the space provided below, briefly describe the ISSUE, BACKGROUND, ANALYSIS, and RECOMMENDATION. Use additional sheets if required.

ISSUE

Commission review and approval of the Labor/Management Partnerships Course for fiscal year 1997/98 are required to authorize the Executive Director to negotiate a contract with the presenter, San Diego Regional Training Center.

BACKGROUND

At the November 1995 meeting, the Commission approved the first contract for the Labor/Management Partnerships Core Course. The San Diego Regional Training Center received the certification to present four courses during the 1995/96 fiscal year for a total amount not to exceed \$67,902.

ANALYSIS

Two Core Course presentations were held in June and October, 1996. The third presentation is scheduled for April, 1997. This course has been well received by law enforcement executives and labor leaders who have evaluated it as meeting their needs. They have recommended that the course be extended to additional executives and labor leaders.

RECOMMENDATION

Authorize the Executive Director to negotiate a new contract with the San Diego Regional Training Center for four presentations of the Labor/Management Partnerships Core Course for the 1997/98 fiscal year, and bring the contract to the Commission for approval at the April 1997 meeting.

COMMISSION ON PEACE OFFICER STANDARDS AND TRAINING

COMMISSION AGENDA ITEM REPORT

Agenda Item Title Request for Contract Authority to Continue Diversity Training for Law Enforcement Agencies		Meeting Date January 23, 1997
Bureau Training Program Services	Reviewed By Otto Saltenberger	Researched By Dave Spisak
Executive Director Approval 	Date of Approval 12-24-96	Date of Report December 16, 1996
Purpose <input type="checkbox"/> Decision Requested <input type="checkbox"/> Information Only <input type="checkbox"/> Status Report		Financial Impact: <input type="checkbox"/> Yes (See Analysis for details) <input type="checkbox"/> No

In the space provided below, briefly describe the ISSUE, BACKGROUND, ANALYSIS, and RECOMMENDATION. Use additional sheets if required.

ISSUE

Should the Commission authorize the Executive Director to negotiate an interagency agreement with the San Diego Regional Training Center for the continuation of the Building High Performance, Inclusive Organizations diversity course during Fiscal year 1997-98.

BACKGROUND

In 1990 the California Legislature enacted statutory requirement for POST to develop cultural awareness training for California law enforcement. Course Curricula was designed with the assistance of the San Diego Regional Training Center and the course was presented under contract. Since 1992 approximately 140 agencies participated in that training.

A program review was conducted during 1995 which included interviews with cultural awareness facilitators, diversity trainers, representatives of a variety of cultures, and executives. Focus groups involving chief law enforcement executives and the original design team were also conducted. The result of the review was a proposed redesigned course which has been pilot tested. Feedback and evaluations from those pilot sessions was very positive and indicate that the new course design is meeting its objectives.

At its July 18, 1996 meeting, the Commission, in support of the newly reconfigured course, approved a contract of \$78,326 to complete the training for the 16 agencies in the pilot program and an expected 24 new agencies to begin the program during the current fiscal year. Additionally, the Commission approved the expenditure of up to \$228,000 from the existing Reimbursement Program to support the Performance Enabling Workshop dimension of the reconfigured course.

ANALYSIS

The original legislative mandate in 1990 required POST to develop cultural awareness training. Early in the project the emphasis was shifted to "cultural diversity" and "valuing diversity." This was an important shift, from a focus on being aware of what is "out there in the community," to understanding and valuing cultural differences. The current program, Building High Performance, Inclusive Organizations has taken the next step and has addressed inclusive organizations. An inclusive organization has as its goal the development of an organizational culture that allows everyone, regardless of their size, shape or color, their religion or culture, to be able to give 100% of their knowledge, skills and talents toward meeting the organization's objectives. The assumption is that in an inclusive organization each employee feels comfortable being themselves and, therefore, perform their jobs to a higher standard. This view of self naturally extends to all aspects of their job, meeting the public, providing direct services to the public, or providing staff support to those who are in public view. This top down value system is based on the certainty that how we treat each other within an organization will be reflected as we interact with the community.

This new course is based on our founding diversity principles which are:

Top down, value driven. The attitudes of valuing diversity, inclusiveness, and treating all people with respect need to be the core values of the chief executive. The personal leadership of the chief executive is the cornerstone of the program;

The organization must value diversity and practice inclusiveness. Before law enforcement employees can be asked to value diversity in the community, diversity must be valued within the organization. Practicing inclusiveness in the organization provides the positive model for employees to follow in the community.

This course reinforces those principles by giving the chief executive the opportunity to review or develop personal values and provide him or her the support needed to move those values into the structure of the organization. The course requires the personal attendance of the chief executive for five days spread over a 11-month period. It also requires the involvement of at least two management level employees for a total of eight days, also spread over the same 11-month period. The chief executive and management employees are together for three of the eight days in workshops. The overall program consists of four workshops totaling 80 hours spread over the 11-month period. Resources to support 40 agencies to participate in ten workshops would be provided by continuing a contract with the San Diego Regional Training Center.

Performance Enabling Workshops (PEWS) are offered as an adjunct to the formal course work. This variation of team building workshops is offered to those agencies participating in the Building High Performance, Inclusive Organization Program if the chief executive feels additional work is needed to gain full acceptance by the management team of the agency values, or if the inclusive strategy selected would benefit from this form of support. The content of these Performance Enabling Workshops differs from the standard POST team building workshops, but

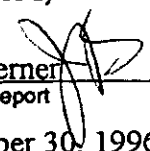
time and costs would be similar. Although reimbursement for the PEWS was estimated at \$228,000 for the current year if all agencies requested the workshop, experience has shown that actual costs will be significantly reduced based on the actual need of the PEWS by participants. It is too early to make a firm projection, but in actual practice perhaps only 50% of agencies will take advantage of these workshops.

RECOMMENDATION

It is recommended that the Executive Director be authorized to negotiate a new contract with the San Diego Regional Training Center to support continuing the diversity training program. The contract would provide for sequencing the 38 agencies currently in the program and allow 24 agencies to join the program next fiscal year.

COMMISSION ON PEACE OFFICER STANDARDS AND TRAINING

COMMISSION AGENDA ITEM REPORT

Agenda Item Title Contract for Administration of POST Proficiency Examination		Meeting Date January 23, 1997
Bureau Standards and Evaluation Services	Reviewed By	Researched By John Berner 
Executive Director Approval	Date of Approval	Date of Report December 30, 1996
Purpose <input type="checkbox"/> Decision Requested <input type="checkbox"/> Information Only <input type="checkbox"/> Status Report		Financial Impact: <input type="checkbox"/> Yes (See Analysis for details) <input type="checkbox"/> No

In the space provided below, briefly describe the ISSUE, BACKGROUND, ANALYSIS, and RECOMMENDATION. Use additional sheets if required.

ISSUE

Continuation of POST contract with Cooperative Personnel Services (CPS) to administer the POST Proficiency Examination.

BACKGROUND

Penal Code Section 832(b) requires POST to develop and administer a basic training proficiency test to all academy graduates. POST has contracted with CPS for administration of the examination each of the last 14 years.

ANALYSIS

CPS has done an acceptable job of administering the POST Proficiency Examination, and can do so for less than it would cost if POST staff were to assume this function. Moreover, beginning with the 1995/96 fiscal year the contract was expanded to provide for the administration of trial test items for the comprehensive written examination that must be passed to proceed to Part II of the *Transition Program-Pilot Format* Regular Basic Course.

The amount of the 1996/97 fiscal year contract is \$57,997.58. The proposed contract for fiscal year 1997/98 is for an amount not to exceed \$65,900. The estimate assumes an overall increase in testing volume due largely to the introductions of the Reserve Module D Course and the *Transition Program-Pilot Format* Regular Basic Course. Under existing law, graduates of both of these programs must take exam.

RECOMMENDATION

Authorize the Executive Director to negotiate a contract with CPS to administer the POST Proficiency Examination during fiscal year 1997/98 for an amount not to exceed \$65,900.

COMMISSION ON PEACE OFFICER STANDARDS AND TRAINING

COMMISSION AGENDA ITEM REPORT

Agenda Item Title Contract for Administration of POST Entry-Level Reading and Writing Tests		Meeting Date January 23, 1997
Bureau Standards and Evaluation Services	Reviewed By	Researched By John Berner
Executive Director Approval	Date of Approval	Date of Report December 26, 1996
Purpose <input type="checkbox"/> Decision Requested <input type="checkbox"/> Information Only <input type="checkbox"/> Status Report		Financial Impact: <input type="checkbox"/> Yes (See Analysis for details) <input type="checkbox"/> No

In the space provided below, briefly describe the ISSUE, BACKGROUND, ANALYSIS, and RECOMMENDATION. Use additional sheets if required.

ISSUE

Continuation of POST contract with Cooperative Personnel Services (CPS) to administer the POST entry-level reading and writing test battery.

BACKGROUND

Since 1983, the Commission has authorized that the POST entry-level reading and writing test battery be made available to agencies in the POST Reimbursable Program at no cost. During this period, all services associated with making the test materials available to user agencies have been provided under contract with CPS.

ANALYSIS

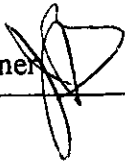
All contract services provided by CPS have been acceptable, and POST lacks the staff to perform these services. The 1996/97 fiscal year contract amount is \$109,850. The proposed amount for fiscal year 1997/98 is \$113,800. The proposed amount is due to an overall billing rate increase of approximately 3.6%.

RECOMMENDATION

Authorize the Executive Director to negotiate a contract with CPS to provide the POST entry-level reading and writing test battery to agencies in the POST Reimbursable Program during fiscal year 1997/98 for an amount not to exceed \$113,800.

COMMISSION ON PEACE OFFICER STANDARDS AND TRAINING

COMMISSION AGENDA ITEM REPORT

Agenda Item Title Contract for POST PC 832 Written Test Examination Services		Meeting Date January 23, 1997
Bureau Standards and Evaluation Services	Reviewed By 	Researched By John Berner 
Executive Director Approval 	Date of Approval 	Date of Report December 26, 1996
Purpose <input type="checkbox"/> Decision Requested <input type="checkbox"/> Information Only <input type="checkbox"/> Status Report		Financial Impact: <input type="checkbox"/> Yes (See Analysis for details) <input type="checkbox"/> No

In the space provided below, briefly describe the ISSUE, BACKGROUND, ANALYSIS, and RECOMMENDATION. Use additional sheets if required.

ISSUE

Continuation of POST contract with Cooperative Personnel Services (CPS) for PC 832 written examination services.

BACKGROUND

Penal Code Section 832(a) requires that persons must pass a POST-developed or POST-approved examination to successfully complete the PC 832 course. POST has contracted with CPS for PC 832 written examination services each of the last eight years.

ANALYSIS


CPS has done an acceptable job of providing the contract services. The amount of the 1996/97 fiscal year contract is \$39,697.04. The proposed contract for fiscal year 1997/98 is for an amount not to exceed \$41,500. The proposed amount reflects an overall billing rate increase of approximately 4.5%.

RECOMMENDATION

Authorize the Executive Director to negotiate a contract with CPS for PC 832 written examination services during fiscal year 1997/98 for an amount not to exceed \$41,500.

COMMISSION ON PEACE OFFICER STANDARDS AND TRAINING

COMMISSION AGENDA ITEM REPORT

Agenda Item Title State Controller's Office Agreement for Auditing Services		Meeting Date January 23, 1997
Bureau Administrative Services Bureau	Reviewed By Frederick Williams 	Researched By Staff
Executive Director Approval	Date of Approval	Date of Report December 2, 1996
Purpose <input checked="" type="checkbox"/> Decision Requested <input type="checkbox"/> Information Only <input type="checkbox"/> Status Report		Financial Impact: <input checked="" type="checkbox"/> Yes (See Analysis for details) <input type="checkbox"/> No

In the space provided below, briefly describe the ISSUE, BACKGROUND, ANALYSIS, and RECOMMENDATION. Use additional sheets if required.

ISSUE

Continuation of the Commission on Peace Officer Standards and Training agreement with the State Controller's Office to provide auditing services.

BACKGROUND

Each year for the past several years, the Commission on Peace Officer Standards and Training has negotiated an interagency agreement with the State Controller's Office to conduct necessary audits of selected local jurisdictions which receive POST reimbursement funds.

ANALYSIS

The State Controller's Office continues to do an acceptable job in conducting the audits of several selected jurisdictions yearly to assure that reimbursement funds are being appropriately expended.

The Commission approved an agreement not to exceed \$85,000 for the current fiscal year. Approval is requested to negotiate a similar agreement for Fiscal Year 1997/98 for an amount to maintain current level of service.

RECOMMENDATION

Authorize staff to negotiate an interagency agreement with the State Controller's Office for services during Fiscal Year 1997/98.

COMMISSION ON PEACE OFFICER STANDARDS AND TRAINING

COMMISSION AGENDA ITEM REPORT

Agenda Item Title Interagency Agreement with Teale Data Center		Meeting Date January 23, 1996
Bureau Computer Services Unit	Reviewed By Glen Fine	Researched By Mitch Coppin <i>MC</i>
Executive Director Approval	Date of Approval	Date of Report
Purpose <input type="checkbox"/> Decision Requested <input type="checkbox"/> Information Only <input type="checkbox"/> Status Report		Financial Impact: <input type="checkbox"/> Yes (See Analysis for details) <input type="checkbox"/> No

In the space provided below, briefly describe the **ISSUE**, **BACKGROUND**, **ANALYSIS**, and **RECOMMENDATION**. Use additional sheets if required.

ISSUE

Authorize the Executive Director to negotiate an Interagency Agreement with the Teale Data Center in FY 97/98 for computer services.

BACKGROUND

POST has an Interagency Agreement with Teale Data Center (a State agency) for computer services. The contract provides for a link between POST's computer and the Teale Data Center's mainframe computer. This allows POST to utilize the mainframe's power for complex data processing jobs and the storage of large data files that require more resources than POST's minicomputer or PCs can provide. Teale Data Center staff also provides communications and Local Area Network (LAN) support and consulting services. The current year contract is for \$65,000.

ANALYSIS

POST uses the Teale Data Center mainframe computers for processing large statistical jobs and the storage of large test score data files. POST will also need support services for installing, maintaining, and troubleshooting our LAN system. This agreement will give POST the processing power, storage capabilities, and technical LAN support that it needs during FY 97/98. Costs are expected to be similar to this year (\$65,000).

RECOMMENDATION

Authorize the Executive Director to negotiate an Interagency Agreement with the Teale Data Center for computer services in FY 97/98.

COMMISSION ON PEACE OFFICER STANDARDS AND TRAINING

COMMISSION AGENDA ITEM REPORT

Agenda Item Title Health and Welfare Data Center - CALSTARS Support		Meeting Date January 23, 1996
Bureau Computer Services Unit	Reviewed By Glen Fine	Researched By <i>me</i> Mitch Coppin
Executive Director Approval	Date of Approval	Date of Report
Purpose <input type="checkbox"/> Decision Requested <input type="checkbox"/> Information Only <input type="checkbox"/> Status Report		Financial Impact: <input type="checkbox"/> Yes (See Analysis for details) <input type="checkbox"/> No

In the space provided below, briefly describe the ISSUE, BACKGROUND, ANALYSIS, and RECOMMENDATION. Use additional sheets if required.

ISSUE

Continuation of the POST agreement with Health and Welfare Data Center for computer linkage in support of the State Accounting Systems (CALSTARS) and other associated data processing services.

BACKGROUND

The mandated California Accounting and Reporting System (CALSTARS), implemented in 1986, requires that POST enter into a yearly contract with the Health and Welfare Data Center to provide data processing services during the year. The Health and Welfare Data Center also provides related data processing services such as: Internet connection, Local Area Network support, and consulting services. The Commission approved an agreement not to exceed \$25,000 for current FY 97/98.

ANALYSIS


Without the continuation of an agreement with the Health and Welfare Data Center, POST will not be able to perform necessary accounting requirements. Approval is requested to negotiate a similar agreement for FY 97/98 for an amount to maintain the required level of service.

RECOMMENDATION

Authorize the Executive Director to negotiate an interagency agreement with the Health and Welfare Data Center for computer services during FY 97/98.

COMMISSION ON PEACE OFFICER STANDARDS AND TRAINING

COMMISSION AGENDA ITEM REPORT

Agenda Item Title Eastman Kodak Copier Maintenance Contract		Meeting Date January 23, 1997
Bureau Administrative Services Bureau	Reviewed By Frederick Williams 	Researched By Staff
Executive Director Approval	Date of Approval	Date of Report December 2, 1996
Purpose <input checked="" type="checkbox"/> Decision Requested <input type="checkbox"/> Information Only <input type="checkbox"/> Status Report		Financial Impact: <input checked="" type="checkbox"/> Yes (See Analysis for details) <input type="checkbox"/> No

In the space provided below, briefly describe the ISSUE, BACKGROUND, ANALYSIS, and RECOMMENDATION. Use additional sheets if required.

ISSUE

Continuation of the Commission on Peace Officer Standards and Training agreement with Eastman Kodak for copier maintenance.

BACKGROUND

Each year the Commission on Peace Officer Standards and Training must enter into a contract for maintenance of its Kodak copier, a high volume copier. The cost of the maintenance agreement is based on a flat rate plus a per copy charge in accordance with a Master Services Agreement developed by the State Department of General Services.

ANALYSIS

Part of the cost of owning a copier is the monthly maintenance charge for usage. The Commission approved an agreement not to exceed \$16,000 for the current fiscal year. Approval is requested to enter into a similar agreement for FY 97-8 for an amount to maintain the current level of service.

RECOMMENDATION

Authorize the Executive Director to negotiate a contract with Eastman Kodak for services during Fiscal Year 1997-98.

COMMISSION ON PEACE OFFICER STANDARDS AND TRAINING

COMMISSION AGENDA ITEM REPORT

Agenda Item Title Interagency Agreement - Department of Water Resources (DWR) - Microfilming Services		Meeting Date January 23, 1997
Bureau Information Services Bureau	Reviewed By Darrell Stewart <i>DP</i>	Researched By Leah Cherry
Executive Director Approval	Date of Approval	Date of Report December 31, 1996
Purpose <input checked="" type="checkbox"/> Decision Requested <input type="checkbox"/> Information Only <input type="checkbox"/> Status Report		Financial Impact: <input type="checkbox"/> Yes (See Analysis for details) <input type="checkbox"/> No

In the space provided below, briefly describe the ISSUE, BACKGROUND, ANALYSIS, and RECOMMENDATION. Use additional sheets if required.

ISSUE

Commission on Peace Officer Standards and Training microfilm contract with the Department of Water Resources (DWR) for Fiscal Year 1997/98.

BACKGROUND

Microfilming reduces the amount of office space required for records storage. POST has contracted with DWR for microfilming services for several years. Costs for services are based on a per copy charge plus materials.

ANALYSIS

An organization review has been completed in order to estimate the volume of microfilming that will be completed by the end of fiscal year 97/98. If the Commission approves this contract, it will enable microfilming to continue at maximum estimated levels through June 30, 1998.

RECOMMENDATION

Authorize the Executive Director to negotiate a contract with the Department of Water Resources for microfilming services for Fiscal Year 1997/98.

terBorch
Anderson
Lorenberg
Hunt

To: POST Commissioners

From: Rick TerBorch, Chairman
Finance Committee

Date: January 23, 1997

Subject: ACTIONS TAKEN AT THE JANUARY 22, 1997 FINANCE
COMMITTEE

The Committee met on Wednesday, January 22, 1997 in Los Angeles. In attendance were myself and Commissioners Anderson, Carre, and Ortega. Also present were POST staff members Glen Fine, Frederick Williams, Tom Liddicoat, Kenneth Whitman, John Berner, Mike DiMiceli, and Vera Roff.

In addition to items addressed earlier on the agenda, the Committee discussed the following:

1. Staff reported that through December 31, 1996, the second quarter of this fiscal year, we received \$18,838,256 revenue. The total is \$506,258 more than originally anticipated, and is \$3,580,878 (23%) more than received for the same period last fiscal year. Reimbursed trainees during this same period numbered 21,257, representing an increase of 534 (3%) compared to the 20,723 trainees reimbursed during the similar period last fiscal year. Reimbursements through the second quarter in the amount of \$6,570,632 represents a \$25,403 (.4%) decrease compared to this time last fiscal year.
2. The budget is approximately the same as FY 96/97 without the one-time augmentation that was included this year. Funding for the Museum of Tolerance was continued at \$2,000,000.
3. The summary projections suggest we could end this fiscal year with \$5.5 million savings. This results from a combination of contract, administrative, and other savings. The Committee also discussed the desirability of an expenditure adjustment to accommodate the state's 14-month revenue year. This would have the one-time effect of an additional \$2.5 million available for expenditure next year. The Committee will review projections and options again at its April meeting.
4. Several law enforcement agencies are submitting community policing grant applications, some of these agencies are asking for partnerships with POST. POST would agree to provide some staff time and reimburse for training costs using grant monies. The Committee recommends staff be authorized to sign partnership agreements.

5. The Committee discussed the Commission's potential future role in supporting driver training simulator systems. The Committee recommends approval of the following staff recommendations:
- a. Direct staff to continue its efforts to be informed about the field and to serve as a resource about the various systems available and what is involved in developing effective driving simulator programs.
 - b. The Commission should consider NOT funding the purchase, maintenance, or upgrading of driving simulator equipment except in special circumstances.
 - c. Encourage agencies interested in purchasing driving simulators to seek funding through grants or other means, such as the sharing of costs by groups of participating agencies.
 - d. Direct staff to continue to work closely with agencies to ensure that their driving simulator courses can be certified.
 - e. Continue reasonable reimbursement of tuition for POST-certified driving simulator courses to cover some of the presentation costs. The amount of tuition will likely have a cap since it is not possible for POST to assume all costs associated with these programs.
 - f. Continue support of Driver Simulator Committee to promote cooperation, information sharing, and development of standards for driving simulator instructors and programs.
 - g. Direct staff to continue working in partnership with companies in the private sector that are interested in developing driving simulators by providing information on requirements for law enforcement driver and technical specifications that will assist these companies in using their technology most appropriately.
6. Public Safety Dispatcher Entry-Level Test Fees - The Committee recommends that effective July 1, 1997, the Commission underwrite the costs of providing the dispatcher test battery to agencies in the POST Dispatcher Program. Cost savings to POST will be approximately \$110,000.
7. The Committee reviewed proposed contracts to be negotiated for FY 97/98 and recommended that the Commission authorize the Executive Director to negotiate contracts for training, standards, and administration monies and return them to the April meeting for formal approval.

[21 continued]

8120 COMMISSION ON PEACE OFFICER STANDARDS AND TRAINING

The Commission on Peace Officer Standards and Training (POST) is responsible for raising the level of competence of law enforcement officers in California by establishing minimum selection and training standards, improving management practices and providing financial assistance to local agencies relating to the training of their law enforcement officers.

SUMMARY OF PROGRAM

REQUIREMENTS	95-96	96-97	97-98	1995-96*	1996-97*	1997-98*
10 Standards	23.0	23.5	24.5	\$3,421	\$3,844	\$3,735
20 Training	41.4	43.8	43.4	12,743	15,205	15,231
30 Peace Officer Training	-	-	-	14,489	20,948	22,469
40.01 Administration	46.0	46.4	45.8	3,509	3,815	3,852
40.02 Distributed Administration	-	-	-	-3,509	-3,815	-3,852
TOTALS, PROGRAMS	110.4	113.7	113.7	\$30,653	\$39,997	\$41,435 + 3.6%
0268 Peace Officers' Training Fund				30,530	39,997	41,435
0995 Reimbursements				123	-	-

10 STANDARDS

Program Objectives Statement

The standards program establishes job-related selection standards for peace officers and dispatchers. It also provides management consultation to local agencies. Activities include development of examinations and counseling local law enforcement agencies on ways to improve management practices.

Applied research is conducted in the areas of peace officer selection and training, operational procedures and program evaluation in order to meet statutory requirements and to provide management guidance to local law enforcement agencies. The program also provides local agencies with information and technical expertise in the development and installation of new programs.

Authority

Penal Code Sections 13503, 13512, 13513, and 13551.

20 TRAINING

Program Objectives Statement

POST's training program increases the effectiveness of law enforcement personnel by developing and certifying courses that meet identified training needs, by providing scheduling and quality control of such courses, and by assisting law enforcement agencies in providing necessary training and career development programs. POST assesses training on a continuing basis to assure that emerging needs are met. Courses are offered through local community colleges, four-year colleges, universities, police academies, private trainers and training centers. The curricula cover a wide variety of technical and special courses necessary to meet statutorily and Commission established training mandates and to maintain effectiveness in police work and address the training needs of recruit, officer, advanced officer, supervisor, manager, executive-level, and other law enforcement agency personnel. Curricula content is updated regularly. The Commission uses proven advanced technologies such as satellite broadcast and computer/video interactive in the delivery of training. POST also presents advanced leadership training for law enforcement supervisors and executives through its Command College and the Supervisory Leadership Institute.

The Commission establishes the basic criteria that must be met by each course in order to obtain POST's certification. Assistance is given to applicable educators and police trainers in preparing and implementing courses and training plans. Evaluation mechanisms are employed to ensure that training instructors and coordinators are adhering to established course outlines and are meeting instruction standards. Failure to meet these standards may cause revocation of course certification.

Job-related selection and training standards for peace officers and dispatchers, established by the Standards Program, are enforced through inspections of local agencies receiving state aid to assure they are adhering to minimum state standards.

Authority

Penal Code Sections 13503 and 13508.

For the list of standard (lettered) footnotes, see the end of the Governor's Budget.

* Dollars in thousands.

8120 COMMISSION ON PEACE OFFICER STANDARDS AND TRAINING—Continued

30 PEACE OFFICER TRAINING

Program Objectives Statement

The enforcement of laws and the protection of life and property without infringement on individual liberties is one of modern government's most important responsibilities. Carefully selected, highly trained and properly motivated peace officers are important factors in meeting this responsibility. To encourage and assist local law enforcement agencies to meet and maintain minimum standards in the selection and training of law enforcement officers, financial assistance is provided to all 58 counties, approximately 346 cities, and numerous specialized districts and local agencies which have agreed to meet POST's standards. Financial assistance to participating jurisdictions is provided for instructional costs associated with selected training courses. Funding is also provided for the cost of student travel and per diem associated with training presentations.

Authority

Penal Code Sections 13500 to 13523, Health and Safety Code 11489.

Major Budget Adjustment Proposed for 1997-98

- Continuation of \$2.0 million Peace Officers' Training Fund for the Tools for Tolerance training program in conjunction with the Simon Wiesenthal Center.

PROGRAM BUDGET DETAIL

PROGRAM REQUIREMENTS

10 STANDARDS

	1995-96*	1996-97*	1997-98*
State Operations:			
0268 Peace Officers' Training Fund.....	\$3,401	\$3,844	\$3,735
Reimbursements.....	20	-	-
Totals, State Operations.....	\$3,421	\$3,844	\$3,735

PROGRAM REQUIREMENTS

20 TRAINING

State Operations:			
0268 Peace Officers' Training Fund.....	\$12,640	\$15,205	\$15,231
Reimbursements.....	103	-	-
Totals, State Operations.....	\$12,743	\$15,205	\$15,231

PROGRAM REQUIREMENTS

30 PEACE OFFICER TRAINING

State Operations:			
0268 Peace Officers' Training Fund.....	\$75	\$88	\$88
Totals, State Operations.....	\$75	\$88	\$88
Local Assistance:			
0268 Peace Officers' Training Fund.....	14,414	20,860	22,381
Totals, Local Assistance.....	\$14,414	\$20,860	\$22,381

TOTAL EXPENDITURES

State Operations.....	\$16,239	\$19,137	\$19,054
Local Assistance.....	14,414	20,860	22,381
TOTALS, EXPENDITURES.....	\$30,653	\$39,997	\$41,435

SUMMARY BY OBJECT

1 STATE OPERATIONS

	95-96	96-97	97-98	1995-96*	1996-97*	1997-98*
PERSONAL SERVICES						
Authorized Positions (Equals Sch. 7A) ...	110.4	119.5	119.5	\$5,606	\$5,884	\$5,919
Estimated Salary Savings.....	-	-5.8	-5.8	-	-229	-264
Net Totals, Salaries and Wages.....	110.4	113.7	113.7	\$5,606	\$5,655	\$5,655
Staff Benefits.....	-	-	-	1,536	1,311	1,311
Totals, Personal Services.....	110.4	113.7	113.7	\$7,142	\$6,966	\$6,966
OPERATING EXPENSES AND EQUIPMENT.....				\$2,473	\$3,215	\$3,232
SPECIAL ITEMS OF EXPENSE (Training Contracts).....				6,624	8,956	8,856
TOTALS, EXPENDITURES.....				\$16,239	\$19,137	\$19,054

* Dollars in thousands.

8120 COMMISSION ON PEACE OFFICER STANDARDS AND TRAINING—Continued

RECONCILIATION WITH APPROPRIATIONS

1 STATE OPERATIONS

0268 Peace Officers' Training Fund *

APPROPRIATIONS	1995-96*	1996-97*	1997-98*
001 Budget Act appropriation	\$10,180	\$10,136	\$10,198
011 Budget Act appropriation (contractual services)	4,100	4,100	7,300
012 Budget Act appropriation	-	1,556	1,556
Adjustment per Section 3.60	129	45	-
Reduction per Section 3.95	-173	-	-
Transfer from Local Assistance per Provision 2	2,900	3,300	-
Totals Available	\$17,136	\$19,137	\$19,054
Unexpended balance, estimated savings	-1,020	-	-
TOTALS, EXPENDITURES	\$16,116	\$19,137	\$19,054
0995 Reimbursements			
Reimbursements	\$123	-	-
TOTALS, EXPENDITURES, ALL FUNDS (State Operations)	\$16,239	\$19,137	\$19,054

SUMMARY BY OBJECT

2 LOCAL ASSISTANCE

	1995-96*	1996-97*	1997-98*
661701 Grants and Subventions (expenditures)	\$14,414	\$20,860	\$22,381

RECONCILIATION WITH APPROPRIATIONS

2 LOCAL ASSISTANCE

0268 Peace Officers' Training Fund *

APPROPRIATIONS	1995-96*	1996-97*	1997-98*
101 Budget Act appropriation	\$25,856	\$26,716	\$21,937
102 Budget Act appropriation	-	444	444
Transfer to State Operations per Provision 1	-2,900	-3,300	-
Totals Available	\$22,956	\$23,860	\$22,381
Unexpended balance, estimated savings	-8,542	-3,000	-
TOTALS, EXPENDITURES	\$14,414	\$20,860	\$22,381
TOTALS, EXPENDITURES, ALL FUNDS (State Operations and Local Assistance)	\$30,653	\$39,997	\$41,435

FUND CONDITION STATEMENT

0268 Peace Officers' Training Fund

	1995-96*	1996-97*	1997-98*
BEGINNING BALANCE	\$8,897	\$9,821	\$7,743
Prior year adjustments	321	-	-
Balance, Adjusted	\$9,218	\$9,821	\$7,743
REVENUES AND TRANSFERS			
Receipts:			
Revenues:			
125600 Other regulatory fees	174	225	225
130700 Penalties on traffic violations	30,510	30,967	30,940
141200 Sales of documents	-	15	15
142500 Miscellaneous services to public	63	57	62
150300 Income from surplus money investments	382	440	440
161000 Escheat of unclaimed checks and warrants	4	10	10
Totals, Revenues	\$31,133	\$31,714	\$31,692

* Dollars in thousands.

8120 COMMISSION ON PEACE OFFICER STANDARDS AND TRAINING—Continued

	1995-96*	1996-97*	1997-98*
Transfers from Other Funds:			
F00178 Driver Training Penalty Assessment Fund per Section 24.10	—	\$6,205	\$2,000
Totals, Revenues and Transfers	\$31,133	\$37,919	\$33,692
Totals, Resources	\$40,351	\$47,740	\$41,435
EXPENDITURES			
Disbursements:			
8120 Commission on Peace Officer Standards and Training:			
State Operations	16,116	19,137	19,054
Local Assistance	14,414	20,860	22,381
Totals, Disbursements	\$30,530	\$39,997	\$41,435
FUND BALANCE	\$9,821	\$7,743	—
Reserve for economic uncertainties	9,821	7,743	—

**COMMISSION ON PEACE OFFICER STANDARDS AND TRAINING**

1601 ALHAMBRA BOULEVARD
SACRAMENTO, CALIFORNIA 95816-7083

LEGISLATIVE REVIEW COMMITTEE

January 23, 1997 - 9:00 A.M.

Wyndham Hotel

Plaza Room

6225 West Century Boulevard

Los Angeles, CA 90045

(310) 670-9000

AGENDA

Attachment

CALL TO ORDER - 9:00 a.m.

A. PROPOSED LAW REVISIONS CONCERNING RESERVE PEACE OFFICER STANDARDS

A

Attachment A provides a report summarizing the recommendations and rationale for revising Penal Code Section 832.6 concerning reserve officer levels.

B. APPROVAL OF AGENCY POLICIES USING LIMITED LEVEL I RESERVES

B

Attachment B provides a report outlining the history, issues and alternatives surrounding the statutory requirement for POST to approve law enforcement agencies' policies for the use of limited Level I reserves.

C. PUBLIC SAFETY TRAINING ACT OF 1997

C

Attachment C provides an update on plans to convert AB 1020 of 1996 from a Public Safety Training Centers Bond bill to the Public Safety Training Act of 1997.

D. OTHER ITEMS OF INTEREST TO THE COMMITTEE

E. ADJOURNMENT - 10:00 A.M.

Memorandum

DATE: Jan 3, 1997

TO: Legislative Review Committee

FROM: NORMAN C. BOEHM
Executive Director
Commission on Peace Officer Standards and Training

SUBJECT: RESERVE PEACE OFFICER STANDARDS (Proposed Law Revisions)

At the Commission's November 1996 meeting, staff reported there was concern within some segments of law enforcement about reserve officer standards, especially concerning the impending effective date for requiring the Basic Course for all non-designated reserve officers appointed after January 1, 1997. There was also concern about the law's complexity and POST's approval of law enforcement agency policies for using "limited Level I reserves." At the November meeting, the Commission declined to approve two such requests (South San Francisco Police Department and Ventura County Sheriff's Department) because of the ambiguity in the law. At that time, staff indicated it would be convening a meeting of representatives from the major law enforcement organizations to review the law establishing reserve peace officers and to attempt to develop an agreed approach to avert having a divided law enforcement before the Legislature. A Reserve Standards Workshop was conducted December 18 and a copy of the meeting results is attached.

The workshop attendees recognized that Penal Code Section 832.6 is complex, creating confusion for agencies in complying. Also, some law enforcement agencies, especially from the rural areas, continue to have concerns about the effect of mandating the Basic Course for non-designated Level I reserves.

As a result, the Committee developed the following proposed amendments to P.C. 832.6:

1. Combine the designated and non-designated Level I reserve categories into one but retain elsewhere in law the ability of city councils and boards of supervisors to designate Level I's so that they may have peace officer authority 24 hours a day.
2. Eliminate the "limited Level I" reserve.
3. Revise Level II, paragraph (a)(2), by eliminating the continuous field training requirement and to authorize Level II to work alone, without immediate supervision, and be assigned to limited duties that do not

involve the intentional enforcement of felony statutes. The Commission would be required to develop guidelines concerning these duties for use by law enforcement agencies. "No intentional enforcement of felony statutes" would have to be defined but would presumably authorize assignment to traffic enforcement, report taking, vacation home checks, etc.

4. Revise Level III, paragraph (a)(3), by substituting "support" for "limited" duties and to remove the direct supervision requirement so that they may work alone. The existing enumerated duties is proposed to be eliminated and instead POST would be required to develop guidelines concerning these support duties for use by law enforcement.
5. To provide sufficient time for new training standards and gear-up time for training presenters, it was recommended the effective date for this proposed legislation would be July 1, 1998, assuming the legislation passes the 1997 session.

It is anticipated several statewide law enforcement groups will introduce and endorse this legislative proposal. The proposed legislation represents a compromise between those who support the Basic Course training requirement for Level I reserves and those who support repeal of the requirements. Essentially, the proposed legislation retains the training mandate (which the Commission strongly supported) and at the same time provides some relief for law enforcement agencies in expanding the assignments for Levels II and III.

It was recognized by the group that the training standards for Levels II and III would have to be revised upward but would be driven primarily by the nature of guidelines to be developed by the Commission. The group also was united in its belief that POST needs to seriously evaluate delivery of reserve training to remote areas of the state which has been the primary cause for conflict over the Basic Course requirement for Level I's.

The proposed legislative changes would have the benefit of removing the requirement for POST to approve agency policies for using limited Level I's. At the same time, the proposals would establish requirements upon the Commission to develop guidelines concerning the duties of Level II and III which should be achievable with law enforcement input.

If a bill including what is described is introduced, the Commission may wish to consider supporting the measure for the following reasons:

1. It negates the real possibility that law enforcement would have been divided before the Legislature.
2. It simplifies and clarifies existing laws, i.e., reduces five levels of reserves to three.
3. It retains the Basic Course as the standard for Level I reserve officers.
4. It simplifies the delivery of reserve training, i.e., three reserve training modules instead of four.

832.6 Deputies or appointees as reserve or auxiliary officers; powers of peace officer; conditions

(a) Every person deputized or appointed, as described in subdivision (a) of Section 830.6 shall have the powers of a peace officer only when the person is any of the following:

(1)(A) Level I reserve officers (non-designated) Deputized or appointed pursuant to paragraph (1) of subdivision (a) of Section 830.6 and is assigned to the prevention and detection of crime and the general enforcement of the laws of this state, whether or not working alone, and the person has completed the basic training prescribed by the Commission on Peace Officer Standards and Training. For the level I reserve officers appointed pursuant to this subparagraph after January 1, 1997, the basic training shall meet the minimum requirements established by the commission for deputy sheriffs and police officers. ~~A law enforcement agency may request an exemption from this training requirement if the agency has policies approved by the commission limiting duties of level I reserve officers and these level I reserve officers satisfy other training requirements established by the commission.~~ All level I reserve officers appointed pursuant to this subparagraph shall satisfy the continuing professional training requirement prescribed by the commission.

(B) Level I reserve officers (designated) A person deputized or appointed pursuant to paragraph (2) of the subdivision (a) of Section 830.6 shall have the powers of a peace officer when assigned to the prevention and detection of crime and the general enforcement of the laws of this state, whether or not working alone, and the person has completed the basic training course for deputy sheriffs and police officers prescribed by the Commission on Peace Officer Standards and Training. Level I reserve officers appointed pursuant to this subparagraph shall satisfy the continuing professional training requirement prescribed by the commission.

(2) Level II reserve officers Assigned to the prevention and detection of crime and the general enforcement of the laws of this state while under the immediate supervision of a peace officer possessing a basic certificate issued by the Commission on Peace Officer Standards and Training, ~~the person is engaged in a field training program approved by the Commission on Peace Officer Standards and Training and~~ the person has completed the course required by Section 832 and any other training prescribed by the commission.

Level II reserve officers appointed pursuant to this paragraph may be assigned, without immediate supervision, to limited duties that do not involve the intentional enforcement of felony statutes. The commission is required to develop guidelines concerning these duties for use by law enforcement agencies.

(3) Level III reserve officers Deployed and authorized only to carry out limited support duties not requiring general law enforcement powers in their routine performance. Those persons shall ~~be permitted to perform these duties only under the direct supervision of a peace officer possessing a basic certificate issued by the commission, and shall have completed the training required under Section 832 and any other training prescribed by the commission for those persons. The commission is required to develop guidelines concerning these support duties for use by law enforcement.~~ Notwithstanding the provisions of this paragraph, a level III reserve officer may perform search and rescue, personnel administration support, community public information services, communications technician services, and scientific services, which do not involve direct law enforcement without supervision.

(4) Assigned to the prevention and detection of a particular crime or crimes or to the detection or apprehension of a particular individual or individuals while working under the supervision of a California peace officer in a county adjacent to the state border who possesses a basic certificate issued by the Commission on Peace Officer Standards and Training, and the person is a law enforcement officer who is regularly employed by a local or state law enforcement agency in an adjoining state and has completed the basic training required for peace officers in his or her state.

This training shall fully satisfy any other training requirements required by law, including those specified in Section 832.

In no case shall a peace officer of an adjoining state provide services within a California jurisdiction during any period in which the regular law enforcement agency of the jurisdiction is involved in a labor dispute.

(b) Notwithstanding subdivision (a), a person who is issued a level I reserve officer certificate before January 1, 1981, shall have the full powers and duties of a peace officer as provided by Section 830.1 if so designated by local ordinance or, if the local agency is not authorized to act by ordinance, by resolution, either individually or by class, if the appointing authority determines the person is qualified to perform general law enforcement duties by reason of the person's training and experience. Persons who were qualified to be issued the level I reserve officer certificate before January 1, 1981, and who state in writing under penalty of perjury that they applied for but were not issued the certificate before January 1, 1981, may be issued the certificate before July 1, 1984. For purposes of this section, certificates so issued shall be deemed to have the full force and effect of any level I reserve officer certificate issued prior to January 1, 1981.

(c) In carrying out this section, the commission:

- (1) May use proficiency testing to satisfy reserve training standards.
- (2) Shall provide for convenient training to remote areas in the state.
- (3) Shall establish a professional certificate for reserve officers as defined in

paragraph (1) of subdivision (a) and may establish a professional certificate for reserve officers as defined in paragraphs (2) and (3) of subdivision (a).

(4) Shall facilitate the voluntary transition of reserve officers to regular officers with no unnecessary redundancy between the training required for level I and level II reserve officers.

(5) Shall develop a supplemental course for existing level I reserve officers desiring to satisfy the basic training course for deputy sheriffs and police officers.

(d) In carrying out paragraphs (1) and (3) of subdivision (c), the commission may establish and levy appropriate fees, provided the fees do not exceed the cost for administering the respective services. These fees shall be deposited in the Peace Officers' Training Fund established by Section 13520.

(e) The commission shall include an amount in its annual budget request to carry out this section.

**** Combine designated and non-designated.

Commission on Peace Officer Standards and Training
Reserve Standards Workshop
Wednesday, December 18, 1996

Summary of Results

The meeting was called to order by Hal Snow, POST Assistant Executive Director. Those in attendance are listed on the attachment. The purpose of the meeting, as explained, was to re-examine the law establishing reserve officer categories in an attempt to develop agreement about needed changes and to avert a possible conflict before the Legislature. As background, it was explained that the POST Commission, at its November meeting, declined to approve two agency requests for approval of policies establishing Limited Level I reserves. It was also explained that there were law enforcement groups planning to introduce legislation to repeal or postpone requiring non-designated Level I reserves appointed after January 1, 1997 to complete the Regular Basic Course.

Senior POST Consultant Mickey Bennett briefed the group on the existing law establishing five categories of reserve officers and explained the impact of SB 1874 (1995).

Hal Snow provided the group with a set of assumptions about reserve officer standards with the purpose of focusing the group on the issues of conflict including: 1) the SB 1874 basic training requirement for non-designated Level I reserves appointed after January 1, 1997, and 2) the criteria for approving law enforcement agency policies to use "limited Level I" reserves. Also, it was generally agreed that there was a serious need to revise Penal Code Section 832.6 establishing the various levels of reserve officers because of its complexity.

After considerable discussion, proposed amendments to PC 832.6 were agreed upon that included:

1. Combining the designated and non-designated Level I reserve categories into one but retain elsewhere in law the ability of City Councils and Boards of Supervisors to designate Level I's so that they may have peace officer authority 24 hours a day.
2. Eliminating the "limited Level I."
3. Revising Level II, paragraph (a) (2), by eliminating the continuous field training requirement and authorizing Level II's to work alone, without immediate supervision, to be assigned to limited duties that do not involve the intentional enforcement of felony statutes. The Commission would be required to develop guidelines concerning these duties for use by law enforcement agencies.

4. Revising Level II, paragraph (a) (3), by substituting "support" for "limited" duties and to remove the direct supervision requirement so that they may work alone. The existing enumerated duties are proposed to be eliminated and, instead, POST would be required to develop guidelines concerning these support duties for use by law enforcement.

It was recognized by the group that the training standards for Level II and III would have to be revised upward but would be driven primarily by the nature of guidelines to be developed by the Commission. The group also was united in its belief that POST needs to seriously evaluate delivery of reserve training to remote areas of the state which has been the primary cause for conflict over the Basic Course requirement for Level I's.

To provide sufficient time for new training standards and gear-up time for training presenters, it was recommended the effective date for this proposed legislation be July 1, 1998, assuming the legislation passes the 1997 session.

The group also recommended the Commission approve, as a service, law enforcement policies during the interim until the law is changed. Approvals should be based upon the proposed criteria for Level II, i.e., "limited duties that do not involve the intentional enforcement of felony statutes."

List of Attendees for Reserve Training Meeting

Fountain Suites Hotel
321 Bercut Drive, Sacramento
December 18, 1996

1. Abbott, Larry - Lieutenant, Orange County Sheriff's Department
2. Ames, Steve - Lieutenant, Orange Police Department
3. Barnes, Frank - CRPOA
3. Bertucelli, Larry - Lieutenant, Mountain View Police Department
4. Bottrell, Gregory - Lieutenant, San Bernardino County Sheriff's Department
5. Byrd, Charles - Sheriff, Siskiyou County Sheriff's Department
6. Coburn, Fred - Chief, Bishop Police Department
7. Davis, Charles - Lieutenant, South San Francisco Police Department
8. Decker, Frank - Sergeant, Los Angeles County Sheriff's Department
9. DeVargas, Dianne - Office Specialist, CLERCA/Orange County Sheriff's Department
10. Drageset, Scott - Sergeant, Sacramento Police Department
11. Freeberg, Michael - Lieutenant, Mountain View Police Department
12. Freeman, Sue - Reserve Commander, El Dorado County Sheriff's Department
13. Garthwaite, Kim - Lieutenant, Riverside County Sheriff's Department
14. Geoffrion, Adolph - Lieutenant, Los Angeles County Sheriff's Department
15. Gomez, Michael - Chief, Department of Consumer Affairs - Investigations Division
16. Lombardi, Jim - CRPOA/Los Angeles Police Department
17. Markwell, Joe - Sergeant, San Diego Police Department
18. Patrick Moran - Legislative Advocate, PORAC
19. Patino, I.F. - Division Dean, Rio Hondo Community College
20. Vigallon, Randolph - Reserve, El Dorado County Sheriff's Department
21. Wilbert, Brad - Sergeant, Kern County Sheriff's Department

M e m o r a n d u m

DATE: Jan. 3, 1997

TO: Legislative Review Committee

FROM: NORMAN C. BOEHM
Executive Director
Commission on Peace Officer Standards and Training

SUBJECT: APPROVAL OF AGENCY POLICIES USING LIMITED LEVEL I RESERVE OFFICERS

At its November 1996 meeting, the Commission declined to approve two law enforcement agency policies for use of "limited Level I" reserve peace officers. The decision was based upon the law's lack of clarity for what constitutes limited duties as well as the concern that some of the proposed duties could encounter or escalate into major criminal situations and perhaps safety issues. At the November 1996 meeting, staff indicated that it would be convening a group of representatives from the major law enforcement associations to review the law to determine if changes are needed and to avoid major conflict about the January 1, 1997 implementation date of Senate Bill 1874 requiring completion of the Basic Course for non-designated Level I reserves appointed after January 1, 1997.

As background, a 1995 amendment to Penal Code Section 832.6 (Senate Bill 1874, which the Commission supported) requires the Commission to approve law enforcement agency policies for the use of limited Level I reserves. The inclusion of this provision into Senate Bill 1874 was a major compromise amendment taken during the legislative process to overcome opposition to mandating the Basic Course for non-designated Level I reserves.

Staff convened on December 18, 1996 a group of representatives from the major statewide law enforcement organizations to review the existing law and to develop recommendations concerning "limited Level I." The group, identified in Attachment A, recommended the Commission approve, as a service, law enforcement agency policies during the interim until the law is changed. It was further recommended that approvals be based upon the proposed criteria for Level II reserves working alone, i.e., "limited duties that do not involve the intentional enforcement of felony statutes."

The four requests received to date (attached) are from the South San Francisco Police Department, Ventura County Sheriff's Department, Daly City Police Department, and Mountain View Police Department. Their proposed policies limit the duties of "limited

Level I reserve officers" to non-general enforcement duties that do not involve the intentional enforcement of felony statutes. Examples of these duties are response to burglar alarms (no open windows or doors), cover calls, citizen assist, check the area, theft (no suspects), malicious mischief (no suspects), attempt to contact, fireworks, traffic control, limited prisoner transportation, certain parking enforcement, subpoena service, vehicle lockouts, serving "due diligence" warrants, report taking, vacation home checks and traffic directing.

These policies indicate that limited Level I's may work alone or with other limited Level I's performing limited duties. However, they may not be assigned to the prevention and detection of crime and the general enforcement of laws of this state. If assigned general enforcement duties, they must be under the immediate supervision of an officer possessing a POST basic certificate which is required by existing law. These policies attempt to reduce exposure to gang calls, repeat calls, and serious crimes in progress.

These policies appear to be reasonable and consistent with the above recommended criteria, i.e. , limited duties that do not involve the intentional enforcement of felony statutes. Of course, these limited Level I's could unintentionally encounter a felonious criminal situation.

It was recommended by the above input committee that when the law is modified to eliminate these limited Level I's that these personnel would revert to Level II reserves unless they subsequently complete the Basic Course and are appointed Level I's.

The Commission may wish to reconsider its approval of these agency policies in view of the Reserve Workshop Committee's recommendation to base approval on assignments that amount to no intentional felonious enforcement. Even though this term must be eventually defined with input from law enforcement, the above cited examples of assignments from the agency policies appear to be illustrative of what is meant by "no intentional felonious enforcement." There are no guarantees that limited Level I's performing these assignments will not encounter a serious crime. However, this possibility must be weighed against the need by law enforcement agencies to provide protection and services to the public. It must also be weighed against the fact these limited Level I's must have completed Reserve Modules A, B, and C, totalling 222 hours plus 200 hours of field training.



OFFICE OF
THE CHIEF OF POLICE
(415) 877-8930



Mark J. Raffaelli
CHIEF OF POLICE

April 5, 1996

Mr. Norman C. Boehm
Executive Director
Commission on Peace Officer Standards & Training
1601 Alhambra Blvd.
Sacramento, CA 95816

Dear Mr. Boehm:

After reviewing the options outlined in the Reserve Peace Officer Status Summary-1995, I am writing to request that POST grant the South San Francisco Police Department the exemption outlined for "Limited Non-Designated Level I" Reserve Officers.

The South San Francisco Police Department has always used Police Reserve Officers to supplement, not supplant, our regular patrol force. Enclosed is South San Francisco Police Department Procedure #120 which outlines the duties our current Non-Designated Level One Reserve Officers perform when they work in pairs on patrol. Our current policy does not allow Reserve Officers to carry out patrol duties individually. When not working in pairs, Reserve Officers are limited to riding with a regular Police Officer. Aside from the patrol work outlined, our Reserve Officers are assigned to special events providing security, traffic and crowd control.

I hope that the information provided is sufficient to enable POST to grant the requested exemption. If you require additional information please feel free to contact me. Your prompt attention and written reply will be appreciated.

Sincerely,

Mark J. Raffaelli
Chief of Police

Effective: 15 March 1994

TITLE: LEVEL I RESERVE OFFICER DUTIES

PURPOSE: To establish guidelines that will govern the type of calls Level I Reserve Officers may handle while working in pairs on patrol; to allow Reserves to assist in the delivery of a high level of service to the community in a timely manner; and to increase Reserve Officer development and enthusiasm and increase their value to the Police Department and the community.

POLICY:

Level I Reserve Officers working in pairs may respond to and document the following calls. All documentation must be completed and approved by the on-duty Supervisor prior to the Reserve Officer going off duty.

- + 1. Burglar alarms (residential or commercial)
- 2. Cover on calls
- 3. Citizen assist
- 4. Check the area calls
- 5. 488 (no suspects)
- 6. 594 (no suspects)
- 7. Attempt to contact (no suspects)
- @#8. Disturbance juveniles/noise/noisy animal
- 9. Fireworks
- 10. Property calls - found/lost/destruction
- 11. Special services
- 12. Security checks
- 13. Requests for walk through
- 14. Traffic control
- 15. Code 5 (individuals may work certain Code 5s)
- 16. Prisoner transportation (limited circumstances), with watch commander approval

- + Any alarm verified by an open window door entry will require a regular officer.

- # Repeat calls will be handled by regular officers.

- @ Any calls in traditional gang areas will be handled by regular gang officers: C Street, Susie Way, Cypress Park and 500-600 block of commercial area. If a Reserve Officer suspects gang involvement at any call, they will request a regular officer.

Level I Reserve Officers working in pairs where at least one of them has received specialized training and certification by the department may respond to and handle the following calls:

1. Parking citations limited to:

- a. Red zones
- b. Handicapped parking
- c. No stopping, standing or parking (including between certain hours)
- d. Vehicles blocking driveway (in response to dispatched complaint). Reserve Officer may complete CHP 180. This form must be reviewed and signed by a regular officer. Reserve may then await arrival of a tow.
- e. Fire hydrant

2. 653m

3. Subpoena service

4. Vehicle lockouts

5. Expired registration in conjunction with any of the above violations

6. Citing and checking 11-24

The above calls for service may be dispatched to reserve units when available. Calls shall not be held for availability of reserve unit. Watch commander may designate reserves to handle other calls in emergency situations.



VENTURA COUNTY SHERIFF'S DEPARTMENT

- LARRY CARPENTER
SHERIFF
- RICHARD S. BRYCE
UNDERSHERIFF

800 SOUTH VICTORIA AVENUE, VENTURA, CA 93009 PHONE (805) 654-2380 FAX (805) 645-1391

January 24, 1996

Norman C. Boehm, Executive Director
The Commission on Peace Officer Standards and Training
1601 Alhambra Boulevard
Sacramento, CA 95816

Dear Mr. Boehm:

In accordance with the provisions of Senate Bill 1874 which became effective January 1, 1995, I am formally requesting that the Ventura County Sheriff's Department be exempt from the requirement that all reserves hired after January 1, 1997, complete the Regular Basic course of training.

As requested by POST, attached for your approval is the General Order, "Reserve Deputies," which outlines the Department's policies regarding the limited use of our Reserve Deputies.

Should you need further clarification regarding this policy, please contact Lieutenant Christopher Godfrey at (805) 388-4296.

Sincerely,


LARRY CARPENTER
Sheriff

attachments

☐ WEST COUNTY POLICE SERVICES
Kenneth Kipp, Chief Deputy
800 South Victoria Avenue
Ventura, CA 93009
(805) 654-2315 FAX (805) 650-4039

☐ EAST COUNTY POLICE SERVICES
Robert Brooks, Chief Deputy
2101 East Olsen Road
Thousand Oaks, CA 91360
(805) 494-8261 FAX (805) 494-8295

☐ DETENTION SERVICES
Donald R. Lanquist, Chief Deputy
800 South Victoria Avenue
Ventura, CA 93009
(805) 654-2305 FAX (805) 654-3500

☐ SUPPORT SERVICES
Richard Rodriguez, Chief Deputy
800 South Victoria Avenue
Ventura, CA 93009
(805) 654-2378 FAX (805) 654-3151

GENERAL ORDER

SUBJECT: RESERVE DEPUTIES

PURPOSE: To define the tasks and level of supervision under which reserve deputies shall perform their duties.

I. Rules and Regulations

All members of the Ventura County Sheriff's Reserve Unit shall obey the same rules and regulations as regular sworn deputies.

II. Definitions

1. Designated Level I (DL I) - refers to a trained reserve officer as described in Penal Code Section 832.6(a)(1)(B). Per 830.1 P.C., has full powers and duties (24 hours per day), and may be assigned specific police functions whether or not working alone, or to the prevention and detection of crime and the general enforcement of the laws of this state.
2. Non-Designated Level I (NDL I) - refers to a trained reserve officer as described in Penal Code Section 832.6(a)(1)(A). Has peace officer authority on duty only for the duration of a specific assignment. May work alone and be assigned to the prevention and detection of crime and the general enforcement of the laws of this state.
3. Limited Non-Designated Level I (LNDL I) - refers to a trained reserve officer as described in Penal Code Section 832.6(a)(1)(A). Has peace officer authority on duty only for the duration of a specific assignment. May work alone, however, may not be assigned to the prevention and detection of crime and the general enforcement of the laws of this state. If assigned general law enforcement duties, must be under the immediate supervision of an officer possessing a POST basic certificate. (Refer to Field Assignments below)
4. Level II (L II) - refers to a trained reserve officer as described in Penal Code Section 832.6(a)(2). Has peace officer authority on duty only for the duration of a specific assignment. Must work under the immediate supervision of an officer possessing a POST basic certificate, when assigned to the prevention and detection of crime and the general enforcement of the laws of this state.

5. Level III (L III) - refers to a trained reserve officer as described in Penal Code Section 832.6(a)(3). Has peace officer authority on duty only for the duration of a specific assignment. Is deployed in such limited functions as would not usually require general law enforcement powers.

III. Field Assignments

1. The Ventura County Sheriff's Department will utilize reserve deputies as Limited Non-Designated Level I reserves (LNDL I), irrespective of whether or not they currently meet higher standards as outlined on page one under the definitions section.

Limited Non-Designated Level I reserves may be assigned to work alone in a one person unit, or with another Limited Non-Designated Level I reserve. However, they shall not be assigned to "*the prevention and detection of crime and the general enforcement of the laws of the state.*" Per the Sheriff's Department's exemption authorized by POST, specific duties Limited Non-Designated Level I reserves may perform include:

Reserve Deputy / Prisoner Transport Unit

The duty of the prisoner transport detail is to transport prisoners from the area substations to the Sheriff's Main Jail in Ventura. Also, reserve deputies may be asked to assist with the transporting and booking of arrestees from the field to the appropriate station. Reserve deputies working this detail will be responsible for booking prisoners and assisting with the related booking paperwork. This detail is not intended to be used for patrol purposes such as traffic stops, follow-up investigations, or handling calls in progress.

Reserve Deputy / Warrant Service Detail

Limited Non-Designated Level I reserves may be eligible to work the Sheriff's Warrant Detail serving misdemeanor "due-diligence" warrants. The following requirements must be met:

- Prior to a reserve working the Sheriff's Warrant Detail, he or she will attend an eight-hour class on warrant service/due diligence taught by one of the department's detectives working warrants. Also, he or she must work a minimum of twenty-four hours with a fully compensated, full-time detective assigned to the Sheriff's Warrant Detail.
- The reserve deputy must receive approval from the Sheriff's Warrant Detail supervisor prior to working the reserve deputy assignment.
- This detail is not intended to be used for patrol purposes such as traffic stops or the handling of calls in progress. The Reserve Warrant Detail will operate under the radio call sign of "3W60, 3W61, etc."

Reserve Deputy / Report Taking Unit

The responsibility of the reserve deputy report taking unit is to respond to those calls for service where police reports will be taken, i.e., vandalism, burglary, lost or stolen property, etc. This unit is not intended to be used for patrol purposes such as traffic stops or the handling of calls in progress.

Reserve Deputy / Vacation House Check Unit

Limited Non-Designated Level I reserves may be used to conduct vacation house checks. Reserve deputies conducting vacation house checks need to identify the resident(s) requesting the house check, and note the time(s) the residence was checked. This unit is not intended to be used for patrol purposes such as traffic stops or the handling of calls in progress.

Reserve Deputy / Traffic Control Unit

A reserve deputy may be used by any Division's Traffic Detail, or by any officer responding to the scene of a traffic accident. A reserve deputy traffic unit's primary responsibilities at traffic accidents are to help in providing security at the scene, directing traffic, either at a controlled intersection, an uncontrolled intersection, or at a fixed barricade position. A reserve deputy may, at times, be asked to help in transporting family members involved in traffic accidents to or from the hospital. This unit is not intended to be used for patrol purposes such as traffic stops or the handling of calls in progress.

Reserve Radio Call Signs

Ventura County Sheriff's Reserve Deputies assigned to work alone or with another limited Level I reserve are generally identified by any call sign(s) ending in sixty, i.e., 3D60, 3C60, 3B60, 4R60, 4R61, etc.

2. Limited Non-Designated Level I reserve deputies, and all other reserve deputies, while assigned to "*the prevention and detection of crime and the general enforcement of the laws of the state*," shall be under the immediate supervision of a full-time officer possessing a basic POST certificate.

Immediate supervision is defined as being under the direction of a peace officer who is in the physical proximity of and available to the reserve officer. However, necessary, temporary separations are permitted. The peace officer who is supervising the reserve officer must be deemed qualified to instruct by the department head and possess a POST Basic Certificate.

POST has defined "*the prevention and detection of crime and the general enforcement of the laws of the state*" as being assigned to investigate crime or patrol a geographic area and taking enforcement action on the full range of law violations for which the reserve's

department has enforcement responsibility.

While Limited Non-Designated Level I reserve deputies working alone or in pairs will never be assigned to general law enforcement duties, they may take law enforcement action in which the public safety or expectations would require immediate action by a uniformed patrol officer. Examples may include: battery in progress, significant traffic violations, citizens' request for immediate assistance, etc. In such instances, reserve deputies will, as soon as practical, notify the watch commander and/or field supervisor and appraise him or her of the situation. As soon as practical, a regular sworn officer, possessing a POST Basic Certificate, will be dispatched to the scene to supervise the reserve(s).

It is not the intent of this general order to limit any watch commander or field supervisor from utilizing a reserve deputy as a Level I reserve in a critical incident or temporary emergency situation.

IV. Compensation / Hourly Rate of Pay

The Ventura County Sheriff's Reserve Unit is considered a volunteer organization under the criteria set forth in the Fair Labor Standards Act (FLSA), and as such, no compensation is authorized for services by members in the regular performance of their duties. However, reserve deputies may at times be compensated for special assignments or details i.e., football games, dances, parades, etc. The rate of pay for special assignments will be based on the pay for a bottom step regular deputy, without benefits.

The payment of reserve deputies working special assignments or details is handled directly through the organization or city that contracted the work. Neither the Sheriff's Department Business Office nor the County Auditor generally handle these funds. The exception to this is during election years when reserve deputies are employed by and compensated by the County Elections Division.

V. Training

As of July 1995, state law requires that all Level I reserves meet the minimum continuing professional training (CPT) requirements. Every Level I reserve officer shall satisfactorily complete 24 or more hours at least once every two years of POST certified training. This requirement may also be met by satisfactorily completing one or more of the certified technical courses totaling 24 or more hours, or satisfactorily completing an alternative method of compliance as determined by POST.



POLICE DEPARTMENT

CITY OF DALY CITY

ADDRESS ALL COMMUNICATIONS
TO CHIEF OF POLICE

333-90TH STREET
DALY CITY, CA 94015-1895
PHONE: (415) 991-8119

SIDNEY J. RICE
CHIEF OF POLICE

September 23, 1996

Mickey Bennett, Senior Consultant
Commission on Peace Officer Standards and Training
1601 Alhambra Boulevard
Sacramento, CA 95816-7083

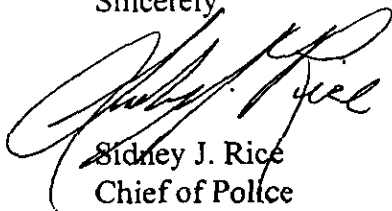
Dear Mr. Bennett:

Pursuant to our previous conversation regarding authorization to establish the Police Officer Reserve Level I Limited position with the Daly City Police Department, I am respectfully requesting approval from the Commission on P.O.S.T. to adopt the position of Level I Limited Police Officer Reserve for the Daly City Police Department.

The appended document is a draft of our Departmental General Order pertaining to the Police Reserve Program which will be inaugurated on November 1, 1996 pending approval from the Commission on P.O.S.T. as to Limited General I Police Reserves. I have highlighted sections of the attached document which outline duties, scope of responsibilities and identifiers for police reserve officers.

If you should have any further questions, please feel free to contact me at (415)991-8130.

Sincerely,



Sidney J. Rice
Chief of Police

SJR:cp

DEPARTMENTAL GENERAL ORDER

Daly City Police Department

G.O. #50
September 24, 1996

Index as: Police Reserve Program

POLICE RESERVE PROGRAM

It is the policy of the Daly City Police Department to maintain a cadre of well-trained volunteer police reserve officers who will compliment, not supplant, the regular police force in meeting assigned duties. Police reserve officers shall not receive remuneration for services rendered.

The purpose of this order is to provide the guidelines and standards for the selection, appointment, training and duties of police reserve officers in the Daly City Police Department.

I. RULES AND REGULATIONS

- A. All police reserve officers shall abide by and adhere to the standards of this department as established by the Manual of Rules, General Orders and Standard Operating Procedures and the policies and procedures of the Daly City Police Department
- B. All violations of the aforementioned Standards shall be investigated in accordance with General Order 25, Administrative Investigations. However, police reserve officers do not have property interest rights accorded under the "Peace Officer Bill of Rights" and serve at the will and pleasure of the Chief of Police.

II. RESERVE COORDINATOR

- A. The Police Reserve Coordinator shall be the Community Division Sergeant. It shall be his/her duty to oversee the program, evaluate the participants, coordinate their assignments with appropriate departmental units.
- B. The Police Reserve Coordinator shall serve as the supervisor of the Police Reserve Program and shall be responsible for annual performance evaluations, discipline and assignments.

III. TRAINING DIVISION SERGEANT

- A. The Training Division Sergeant shall be responsible for the selection and training of police reserve officers.
- B. He/she shall serve as the assistant Police Reserve Officer Coordinator.

IV. RESERVE OFFICER QUALIFICATIONS

To be eligible as a police reserve officer with the Daly City Police Department the applicant must;

- A. be at least 21 years of age;
- B. be a U.S. citizen or have applied for citizenship one year prior to application;
- C. possess a high school diploma or equivalent;
- D. be of good moral character;
- E. possess a valid Class "C" California Driver's License;
- F. have never been convicted of a felony;
- G. volunteer at least 24 hours per month.

V. SCREENING PROCESS

Each police reserve applicant who meets the basic qualifications will be invited to participate in a selection process which shall include the following:

- A. Written test
- B. Physical agility test (when required)
- C. Oral Board interview. The Oral Board will be comprised of three (3) members of the Daly City Police Department.
- D. Background investigation/polygraph examination

The following two (2) examinations will only be performed if and when a conditional offer of employment is made:

- E. Medical examination
- F. Psychological examination

VI. AUTHORITY FOR APPOINTMENT

Pursuant to Penal Code Section 830.6(a)(1), any qualified person who is appointed by proper authority as a police reserve officer and who is assigned specific police officer functions by the appointing authority is a police officer. However, the authority, duties, powers, immunities and privileges of a peace officer are vested in a police reserve officer only for specific, authorized duty assignments. The appointing authority for the Daly City Police Department is the Chief of Police.

The Chief of Police, or his/her representative, shall assign a designation level to each police reserve officers. Notwithstanding the fact that an officer may legally qualify for a higher designation, the Chief of Police or his/her representative, shall determine the level to which such officer shall be assigned.

The following levels are authorized by the Daly City Police Department:

- ① Level I - Limited
(Formerly Limited, Non-designated Level I)
- ② Level II
(832.6(a)(2) P.C.)
- ③ Level III
(832.6(a)(3) P.C.)

VII. TRAINING REQUIREMENTS

A. Level I - Limited:

1. Prior to appointment, all Level I Limited Police Reserve Officers shall satisfactorily complete the P.O.S.T. approved "Modules A, B and C" training for 222 hours.
2. Successfully complete 200 hours of structured field training including first aid training.
3. Successfully complete continuing professional training every twenty-four (24) months

B. Level II:

1. Prior to appointment, all Level II Police Reserve Officers shall satisfactorily complete the P.O.S.T. approved, "Modules A & B" training course for 154 hours
2. Prohibited from General Law enforcement duties unless working under the immediate supervision of a police officer possessing a POST Basic Certificate. They may be assigned to the prevention and detection of crime and the general enforcement of laws of this state when working under immediate supervision.
 - a. Immediate supervision means the police reserve officer acts under the direction of a peace officer possessing a POST Basic Certificate who is routinely in the close physical proximity of and available to the police reserve officer.

C. Level III:

- A. A Level III Police Reserve Officer will be assigned to functions that do not normally require general law enforcement powers and must complete the P.O.S.T. approved "Module A" for 64 hours of training.

VIII. GENERAL DUTIES

The Daly City Police Reserve Program is a unit of the Community Division. It is comprised of volunteers who assist sworn police officers in service to the community. The police reserve officer provides support services to the regular employees such as assisting with the transportation and guarding of non-violent prisoners, transportation and handling of evidence, traffic control, crime prevention and specific details for civil events.

- A. Level I Limited - possess peace officer authority only when on-duty and only for duration of a specific assignment. Level I Limited Police Reserve Officers are not authorized to carry concealed firearms off-duty. Upon successfully completing a 200 hour field training program, Level I Limited Police Reserve Officers may be assigned;
 1. as a second person in a two-person patrol unit along with a sworn police officer;

2. as a two-person unit with another Level I Limited Police Reserve Officer for the specialized function of prisoner transportation;
3. to perform as hospital guards of prisoners;
4. as a one-person unit for abandoned vehicle abatement enforcement, parking law enforcement, traffic control and crowd control at fire, disaster and major-injury vehicular accident scenes;
5. to provide additional security at civic events to supplement existing sworn uniform presence;
6. to provide crime scene security in critical incidents;
7. to transport seized/sealed evidence and property;
8. to conduct or assist in conducting bicycle licensing, enforcement and safety programs;
9. to organize Neighborhood Watch groups and meetings;
10. to work the Information Desk;
11. to perform clerical and administrative tasks with the Police Department.

B. Level II - may perform general duties described in Section VIII, Subsection (A) of this order, but only with immediate supervision by a sworn, full-time police officer possessing a P.O.S.T. Basic Academy Course Certificate. They shall not perform any law enforcement operational functions alone or consort with another Level II Police Reserve Police Officer to perform the same functions.

Level II Police Reserve Officers may not be assigned;

1. to transport prisoners alone or with another police reserve officer;
2. to perform as hospital guards of prisoner without immediate supervision.
 - a. Level II Police Reserve Officers shall not be authorized to carry a concealed firearm off-duty.

- C. Level III - have limited duties such as administrative, search and rescue, research, public information and minor supplementary dispatch tasks. With "direct" supervision by a police officer with a P.O.S.T. Basic Academy Course Certificate, Level III Reservists may perform limited duties not requiring general law enforcement action.

IX. UNIFORM

Members of the Police Reserve Program are responsible for the purchase of their uniforms with the exception of the safety equipment issued by the Department.

- A. Level I Limited Police Reserve Officers will wear the official police officer uniform as described below. Upon achieving assignment to Level II Police Reserve Officer, Police Reserve Officers shall wear Class "B" uniforms in accordance with Standard Operating Procedure XIV, Section XVII, Sub-section (C) (Police Uniform - General Considerations); Sub-section (D), paragraph 2, (Class B Uniform); and Sub section(E)(The Uniform Hat).
 - 1. Members shall comply with grooming standards set forth by Departmental policy and procedures.
 - 2. Members shall be issued a Departmental seven-point-star (7) badge.
 - a. The star badge shall contain the inscription, "Daly City Police Reserve."
 - b. Badges shall be sequentially numbered from 1001 forward.
 - 3. Repairs and replacement of uniforms shall be the responsibility of each Police Reserve Officer.
 - 4. Uniforms and safety equipment shall be stored in Department-issued lockers.

X. COMMUNICATIONS DIVISION

Daly City Police Reserve Officers shall receive a four-character (4) designated call sign. This differs from the three-character (3) call sign assigned to sworn and non-sworn civilian department members.

1. Radio communications between Communications and police reserve officers shall consist of the designator, "Unit 10-0-1; 10-0-2..." and so forth.

XI. EVALUATION AND TRAINING

It is the policy of the Daly City Police Department that all members of the Police Reserve Program shall be adequately and professionally trained. Members attend training sessions when directed to do so, in addition to state-mandated training.

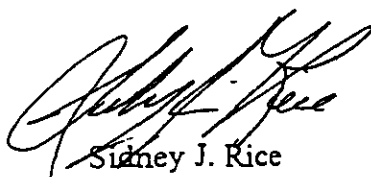
A. Evaluations

1. The Police Reserve Coordinator shall complete bi-annual evaluations of each police reserve officer. Any unsatisfactory level of performance or area of deficiency shall be promptly brought to the attention of the member. He/she shall be re-evaluated on the areas noted.
2. Continued substandard performance will result in disqualification from the program, however, unsatisfactory performance or deficiency shall be addressed with remedial training efforts through extension of field training with approval of the Chief of Police or re-assignment to a field program, regardless of tenure.
3. Evaluations shall be maintained in personnel binders in the office of the Chief of Police.

B. Training

No member shall be exempt or excused from state-mandated training unless such exemption is allowable by state law or Commission on POST regulations.

By Order of:


Sidney J. Rice
Chief of Police



CITY OF MOUNTAIN VIEW

Police Department • 1000 Villa Street • Mountain View, California 94041 • 415-903-6350 • FAX 415-903-6122

February 13, 1996

Commission on Peace Officer Standards and Training
Training Delivery and Compliance Bureau
Attn: Mr. Mickey Bennett
1601 Alhambra Boulevard
Sacramento, CA 95816-7083

Subject: Request for POST Exemption for Limited Level I Status

Dear Mr. Bennett:

We are applying to you for Limited Non-designated Level I (LNDL I) status for our reserve officers who are appointed to Level I status by our agency after January 1, 1997.

While working field support, our Level I reserves are, and have been, restricted to the type and amount of work they are permitted to perform. By policy, the primary role of our Level I reserves is to serve as cover officers on calls for service. They are not intended to be used as the primary or "investigating" officer, nor are they expected to write reports on serious or complicated cases of either criminal or service classifications. Although they are allowed to handle lower end types of "cold" cases without suspects or extensive follow up, they are prohibited from taking most felonies, domestic violence cases, DUIs, traffic accidents, drug influence cases, child abuse/neglect cases, sex offenses, 5150 and coroners cases.

For your review, I have attached our Department's directive on our Reserve Program as well as our Field Services Division's Reserve Officer Utilization Guidelines. Please review these documents in your consideration of granting our request for Limited Level I status. Should you have any specific questions regarding our use of Level I reserves, please contact our Reserve Program Coordinator, Lt. Larry Bertuccelli (415) 903-6367.

Thank you for consideration,

Sincerely,

Michael R. Maehler
Chief of Police

DIRECTIVE 6-3 RESERVE PROGRAM

BACKGROUND

The police Reserve Program began in the early 1940s as a method of augmenting the Department's personnel during response to emergency situations, and providing for the public welfare and safety during times of special need.

Over the years this role has expanded; it now includes the responsibility for security at many civic events and other special assignments, as well as routine augmentation of patrol teams.

Police reserve officers are trained volunteers working in the Police Department; they are authorized to exercise police powers under certain circumstances.

PURPOSE/POLICY

Department policy is to use reserve police officers primarily to handle special events and to meet other special policing needs of the community, thus relieving regular officers from these tasks.

Secondarily, police reserve officers are used to augment and supplement Department patrol teams, assist with investigations, and provide administrative support.

REFERENCES

Developed by Lieutenant S. Gray • Labor Code Sect. 3200 • POST manual • City Council Resolution 91-4.10.

CONTENTS

Structure	2	Reserve Sergeant	4
		Reserve Officers	4
Selection Criteria	2		
Entry-Level Criteria	2	Compensation	4
Applicant Processing	2	Stipend	4
		Pay Details	4
Reserve Levels	2		
Level 1	2	Other Benefits	5
Level 2	2	Uniforms and Equipment	5
Level 3	3	Insurance	5
Responsibilities	3		
Reserve Coordinator	3	Training	5
Reserve Lieutenant	3	Field Use of Reserve Officers	5

Structure

The City Council sets the authorized strength of the reserve organization. Reserve police officers are volunteers in service to the City of Mountain View and, as such, "at will" employees.

The reserve organization is managed by the special operations lieutenant in the Field Services Division who serves as the reserve coordinator.

The reserve organization has the following internal hierarchy:

- Reserve lieutenant
- Reserve sergeants
- Reserve officers

Selection Criteria

All reserve applicants must meet entry-level criteria and successfully complete applicant processing to become a reserve officer.

Entry-Level Criteria

Reserve members must meet these criteria:

- United States citizen;
- 18 years of age;
- High school graduate or G.E.D.;
- Vision not less than 20/100 in each eye without correction, and not less than 20/30 in each eye with correction;
- Normal color vision;
- Proportional height and weight;
- No felony convictions.

Applicant Processing

Reserve applicants are subject to these procedures:

- Fingerprint and criminal-records check;
- Written examination;
- Oral interview;
- Background investigation;
- Medical examination;
- Polygraph examination;
- Psychological evaluation.



EXCEPTION

Written exam may be waived for lateral entry applicants.

Reserve Levels

POST classifies reserve officers in three levels, depending on training and experience. POST and the Department also restrict and specify what duties may be performed by reserve officers in each level.



ADVICE

Supervisors should exercise sound judgment, exclusive of the following allowances, when assigning reserves to particular tasks, taking into consideration the skill levels of each reserve officer, and the demands of the tasks at hand.

Level 1

Level 1 reserve officers must have completed POST training modules A, B, and C, and have successfully completed our Field Training Program consisting of an additional 200 hours (minimally) beyond that required for Level 2 status. Department field training shall be accomplished only with a designated training officer assigned by the reserve coordinator or the FTO coordinator.

Level 1 reserve officers may be assigned, without supervision, to the prevention and detection of crime and the general enforcement of the law within the limitations set by the Department's reserve officer usage guidelines. A Level 1 reserve may, without supervision, investigate minor crimes, patrol a geographic area, assist in taking law enforcement action on a full range of requests for police services, or take personal action on a limited range of law enforcement violations for which our Department has responsibility, and the reserve is authorized to act upon.

The Department maintains a list of rules and guidelines to control the operational use of reserves in the field.

Level 2

Level 2 reserve officers must have completed POST training modules A and B and have completed our Field Training Program consisting of a minimum of 200 hours.

A Level 2 reserve officer may be assigned to prevention and detection of crime and the general enforcement of laws only when under the immediate supervision of a police officer who possesses a POST Basic Certificate.

POST defines "immediate supervision" as being under the direction of a peace officer who is in the physical proximity of and available to the reserve officer.

Duties which necessitate immediate supervision are those which involve prevention and detection of crime and the general enforcement of laws. POST defines those duties as being "investigation of crime or patrol of a geographic area and handling the full range of requests for police services, and taking enforcement action on the full range of law violations for which a reserve's department has enforcement responsibility."

Some examples of duties that require immediate supervision are investigation of crimes; interview of suspects or witnesses; arrests or searches; and custody of prisoners.

A supervisor may assign a Level 2 reserve officer to perform certain uniformed or non-uniformed duties without immediate supervision if it can be reasonably anticipated that these duties would not normally include the general enforcement of laws.

Duties not requiring immediate supervision may include:

- Prisoner and non-custodial transportation;
- Public facility security;
- Certain special events;
- Traffic control;
- Front counter assistance;
- Non-hazardous surveillance;
- Handling select, specific police reports.

Level 3

Level 3 reserve officers must have completed POST training module A.

Level 3 reserve officers may work without direct supervision only if an assigned task does not require general law enforcement powers. Some examples are personnel administration, community information services, and communications technician.

Level 3 reserve officers, if supervised, may engage in duties that are indigenous to police work but do not involve general law enforcement powers. Some examples are taking minor police reports, directing traffic, etc.

Level 3 reserve officers, whether supervised or not, may not engage in duties which require general law enforcement powers. Some examples are investigation of crimes, suspect or witness interview, and custody of prisoners.

Responsibilities

Reserve Coordinator

The reserve coordinator is responsible for coordination and management of the reserve program. The reserve coordinator works in liaison with the reserve staff and sets overall direction for the reserve program. Some specific duties are listed below.

- Ensures that all facets of the program comply with POST regulations.
- Coordinates with the Field Training Program manager to ensure that training objectives are met.
- Conducts meetings with the reserve staff as needed.
- Prepares monthly reports and an annual report.
- Prepares budget, billing, and other fiscal documents associated with the program.
- Coordinates the testing process for applicants.
- Coordinates the scheduling of internal and external duty assignments.
- Administers an internal promotional process. Selects those to be promoted.
- Ensures that reserve officers are paid in conformance with the City Council Resolution No. 91-4.10, dated 9/24/91, and in compliance with city charter provisions.
- Arranges for insurance for all reserve officers.

Reserve Lieutenant

The reserve lieutenant is the highest-ranking officer of the reserve staff and is the internal coordinator of the reserve organization.

The reserve lieutenant wears no rank insignia other than the badge.

Generally the reserve lieutenant has the power to direct and delegate authority to other reserve officers.

Following are some specific duties of the reserve lieutenant:

- Coordinates internal disciplinary matters;
- Facilitates special training for reserve officers, as directed by the reserve coordinator;
- Acts as the general liaison between the Police Department and reserve organization;
- Performs other duties as assigned by the reserve coordinator.

The reserve lieutenant is also responsible for all duties listed in the category of reserve officer.

Reserve Sergeant

Reserve sergeants are responsible for supervision of other reserve officers during functions being handled by reserve officers, as well as other assignments as directed by the reserve coordinator or reserve lieutenant.

Reserve sergeants wear no rank insignia other than the badge.

Reserve sergeants are appointed by the reserve coordinator from Level 1 applicants.

Some specific duties of a reserve sergeant are listed below.

- Responsible for general supervision of a designated group of reserve officers;
- Assist with administrative duties as directed by the reserve coordinator and reserve lieutenant including, but not limited to, administration of written and oral board examinations for reserve officers; development of reserve policies and procedures; preparation of staffing reports, event analysis at select special events; staffing for paid events and maintaining a monthly duty schedule;
- Supervise reserve officers at select police functions;
- Develop and implement remedial training programs.
- Carry out internal disciplinary matters.

The sergeants are also responsible for all duties listed in the category of reserve officer.

Reserve Officers

Reserve officers must comply with all applicable Department directives and follow all other established Department procedures.

Reserve officers may be directed by a regular officer.



Make yourself aware of and stay current with Department policies and procedure. You are subject to disciplinary action, up to and including termination, for violations.

Following are some specific duties and responsibilities of reserve officers.

- Participation
 - Each reserve officer is expected to volunteer sixteen hours per month.
- Reporting for duty -

- By the 20th of each month, provide a work schedule for the following month.
- Contact the Watch Commander and field supervisor prior to assuming field responsibilities.
- Contact the Watch Commander if unable to fulfill a duty obligation.
- Contact the reserve lieutenant if unable to complete a paid prisoner pickup assignment.
- Firearms - Reserve officers are allowed to carry firearms only when on duty. While off duty, reserve officers are subject to all weapons laws applicable to citizens.



You are subject to arrest and dismissal from the Reserve Program for any violation of weapons laws.

- Department firearms and other equipment may not be used for off-duty personal security.
- Chain of command - Reserve officers must adhere to the internal chain of command within the reserve organization.
Instructions of sworn personnel supersede those of any reserve officer, regardless of rank.
- Police Officers Association - Join and pay dues to the Mountain View Police Officers Association. Dues provide legal defense fund coverage and membership in the Peace Officers Research Association of California (PORAC).

Compensation

Stipend

Reserve officers receive a monthly stipend for hours donated to the Department.

Pay Details

Reserve officers will be paid Step 1 police officer salary for the following assignments:

- Special Events - As determined by the reserve coordinator.
- Parks - Weekend or weekday evening parks patrol.

- **Prisoner Pickup** - As determined by the reserve coordinator.
- **Court Pay** - Payment covers the period from appearance until dismissal, rounded to the nearest quarter-hour, with a three-hour minimum plus travel time.

All paid details will include a three-hour minimum.

Reserve officers will be paid time-and-one-half Step 1 police officer scale for assignments at Shoreline Amphitheater when costs will be billed to Shoreline Amphitheater.

Other Benefits

Other benefits accruing from the program are discussed in the following sections.

Uniforms and Equipment

Reserve officers are issued all required uniforms, except the dress jacket and soft cap, and all equipment. Contact the personnel and training manager for a complete list.

While on duty, reserve officers are subject to the same rules regarding uniforms, equipment, weapons, and grooming standards as regular officers. Refer to appropriate directives for specifics. No rank insignia, other than the police badge, may be worn.

Police Department uniforms or other issued equipment may not be used off duty without the approval of the reserve coordinator.

Insurance

Reserve officers receive the following insurance benefits:

- **Workers' Compensation Insurance** as set forth in the Labor Code Section 3200. This includes:
 - Temporary disability benefits
 - Medical costs
 - Permanent disability payments
 - Vocational rehabilitation benefits.
- **Accident insurance** to supplement Workers' Compensation Insurance selected from available vendors. This includes:

- Life insurance;
- Disability payment;
- Weekly payments for up to one year.
- **Legal defense insurance** for civil or criminal action arising out of peace officer assignment. This insurance is provided as a benefit of PORAC membership, which reserve officers are expected to join and pay dues.

Training

Training is an essential part of the Reserve Program. Some important areas are the field training of officers, and basic care for the injured.

- Each reserve officer is required to successfully complete the reserve officer F.T.O. program.
- In-service training is provided in a variety of topics as needed. Some, such as firearms, first aid and CPR, are mandatory.
- **Continued Professional Training (CPT)**. All Level 1 reserves are required to attend 24 hours of POST-approved advanced officer training every two years.

For a complete list of mandatory, essential, and desirable training, please refer to Directive 6-1 and the Department Training Plan; these are kept in the training manager's office.

Field Use of Reserve Officers

Over and above the administrative rules set down by POST, the Department maintains a list of rules and guidelines to control the operational use of reserve officers in the field.

This list changes periodically to meet the changing needs of the Department and therefore is not published in this manual. Contact the reserve coordinator to obtain a copy.



Field supervisors and reserve officers must be familiar with and conform to these rules and guidelines.

**CITY OF MOUNTAIN VIEW
POLICE DEPARTMENT**

DATE: May 24, 1995
TO: All Personnel
FROM: Timothy P. Neal, Field Services Captain
SUBJECT: RESERVE OFFICER UTILIZATION GUIDELINES (Revised 5/24/95)

Objective:

To provide guidelines for the effective and uniformed use of Police Reserve Officers assigned to the Field Services Division.

Policy:

The following shall identify certain calls for service, duties and miscellaneous tasks which may be assigned to Reserves while working in a field support capacity. Specific restrictions have also been listed.

- **Cover Units:** The Reserve Officers' primary role is to serve as cover officers on calls, unless restricted by the on-duty supervisor.

Reserve officers should not be used as the primary (or "investigating") officer assigned to hazardous calls for service when regular officers are available or can be made available. Reserve officers may be used as primary officers on designated, non-hazardous calls as listed herein, and as deemed appropriate by the on-duty supervisor. Reserve officers may initially respond to life threatening emergencies until a regular officer is available.

- **Field Duties:** In addition to the primary function of serving as a cover officer, reserve officers should be used to handle the following types of assignments and calls for service;
 - Traffic control
 - Parking complaints/tow-aways
 - Prisoner transportation details

RESERVE OFFICER UTILIZATION GUIDELINES
MAY 24, 1995
PAGE 2

- Attempts to contact/welfare checks
- Subpoena service
- Surveillances
- Special searches
- **Report Writing:** In general, Reserve officers should not be used for complex reports that require a high level of expertise and training, cases that require follow-up beyond the end of shift or cases in which a suspect has, or can be, readily identifiable and prosecution will be sought.

Reserves may be assigned to take the following types of calls and classifications of reports:

- Petty or grand thefts (with no known suspects/vehicles), including auto burglaries.
- Stolen vehicles and stolen vehicle recoveries
- Abandoned/stalled vehicles
- Vandalism (with no known suspects/vehicles)
- 653m's with no known/identifiable suspects
- City ordinance violations
- Missing persons
- Animal complaints
- Lost/Found property
- Public accidents (non-vehicular)
- Service miscellaneous type reports

RESERVE OFFICER UTILIZATION GUIDELINES
MAY 24, 1995
PAGE 3

Reserve officers should not take the following types of reports;

- Felonies (exceptions noted above)
- Domestic violence/family disturbances
- DUIs
- Traffic accidents
- Drug influence cases (11550, etc.)
- Child abuse/neglect cases
- Sex offenses
- 5150 cases
- Coroners cases

Every reserve officer shall be personally responsible to seek the assistance of a regular officer or supervisor if a case assigned to them is determined to be beyond the capabilities or expertise of a reserve officer.

In turn, supervisors shall be accountable for ensuring that the case/investigation is within the skill level of the reserve officer, and bear in mind that the reserve may not be available for immediate follow-up or court testimony.

Any report written by a reserve officer shall, to the degree feasible, review the reserve officer's actions, documentation, and process to ensure thoroughness and accuracy. *Supervisors shall review, approve and initial all reports written by reports prior to the end of the reserve officer's shift.*

A copy of all reports written by reserves should be routed to the reserve coordinator.

- **Traffic Stops:** Reserves are allowed to make traffic stops *in response to* suspicious persons/vehicle calls, or when a vehicle is known to be involved in criminal activity. Reserve officers may also conduct self-initiated traffic stops for hazardous moving or equipment violations; however, the issuance

RESERVE OFFICER UTILIZATION GUIDELINES
MAY 24, 1995
PAGE 4

of citations should be discouraged. Reserves are not to be used for traffic enforcement activities such as radar enforcement or directed traffic programs.

Reserve officers shall not routinely use "pretext" traffic stops on suspicious persons/vehicles.

- **Code 3 driving:** Code 3 driving may only be conducted pursuant to the "Rules for Code 3 Driving" as specified in Directive 3-2 of the Manual.
- **Pursuits:** Reserves are strongly discouraged from participating in pursuits. Reserves will only be allowed to initiate and/or participate in a pursuit, pursuant to Directive 3-2 of the Manual (Vehicle Pursuit Policy). Additionally, a Reserve Officer SHALL discontinue the pursuit when a regular officer is present and can replace the Reserve. The reserve may follow the pursuit, if requested, in a non-emergency driving mode.

Special Events/Assignments/Private Hires:

Reserve officers assigned to work Shoreline Amphitheatre, special events, parks patrol, special assignments or private hires may be authorized to perform additional duties not allowed while working in a field support capacity.

Good judgment, level of training and the individual skill level of each reserve officer must be taken into consideration when assessing their ability to investigate and document those incidents not assigned while working field support.

M e m o r a n d u m

DATE: Jan. 3, 1997

TO: Legislative Review Committee

FROM: NORMAN C. BOEHM
Executive Director
Commission on Peace Officer Standards and Training

SUBJECT: PUBLIC SAFETY TRAINING ACT OF 1997

Commissioners will recall that Assembly Bill 1020 by Assemblyman Robert Campbell was introduced in the 1995-96 legislative session. The bill, known as the Public Safety Training Facility Bond Act of 1995, was supported by POST and most public safety organizations but failed passage.

The Regional Skills Centers Advisory Committee and the chairs of the eleven skills center regions (attached) have recently met to resurrect the legislation in a way that is primarily driven by the public safety community with financial support from POST for meetings. The group has formed into an ad hoc body to plan for the passage of successor legislation. Even though the group's planning efforts are continuing, the Commission is being provided this analysis of the proposed successor legislation (draft is attached).

The significant provisions of this proposal, expected to be introduced during the 1997 session, include the following:

1. The bill has been converted from a bond measure to a continuous diversion of the current state penalty assessments going into the State's General Fund (30%) and the Driver Training Penalty Assessment Fund. The Public Safety Facilities Fund is proposed to be established for the purpose of funding the proposed eleven regional skill centers. It is estimated the combined annual revenue from these two sources would exceed \$80 million.
2. The fund would be administered by a Public Safety Regional Training Facilities Board, which would become officially established within state government. The Board's composition is proposed to consist of the chairmen of the eleven regions plus four representatives (corrections, law enforcement, fire, and the community colleges) appointed by the Governor.

3. Proposed formulas for distributing the funds by the Board call for 45% to be equally distributed to the eleven defined regions, 45% to be distributed to the eleven regions based upon population of each region, 8% to be used by the Board for special projects benefitting most or all of the regions, and 2% for administrative costs.
4. Expenditures would be dedicated to equipment and facility development/acquisition.
5. The designated regions and centers would be established to provide skill training for public safety employees and for citizen safety training programs.

A copy of the proposed legislation is attached. It is anticipated further changes will occur in the planning process.

Of particular note, this legislation proposes to divert the entire Driver Training Penalty Assessment Fund which has been the source for POST to receive supplemental funding from time to time. The Commission may wish to consider whether this aspect of the proposed legislation will be in its best interests, especially if it should desire to increase its budget sometime in the future.

It should also be noted that recently introduced Senate Bill 9 by Senator Bill Lockyer proposes to redirect the 30% of the State Penalty Assessment currently going into the state's General Fund and instead authorize on a permanent basis that this revenue be directed to county general funds for the purpose of funding trial courts. This competing measure creates considerable uncertainty about the potential success of the proposed Public Safety Training Act of 1997.

Attachment

DRAFT # 3 - December 19, 1996

PUBLIC SAFETY TRAINING ACT OF 1997

To provide facilities and equipment for training of fire services, law enforcement, and corrections personnel, and to provide community safety training programs for citizens, this act will modify Section 1464(e) of the Penal Code, relating to the distribution of the penalties collected by counties and transferred to the State Treasurer. This measure will provide for training facilities and related training equipment by providing the funds necessary therefor from the Penalties associated with fines by providing for the handling and disposition of those funds.

It is the intention of this act that the supporting documentation, information and stated purpose contained in the "Report to the Legislature - Partnerships for a Safer California" published by the Commission On Peace Officer Standards and Training in January, 1995; Penal Code Section 13508; and Assembly Concurrent Resolution 58; are all companion information associated and related to this bill.

It is the further intention of this act that this bill will enact and may be cited as the "Public Safety Training Act of 1997".

LEGISLATIVE COUNSEL'S DIGEST

1. Penal Code Section 13508 directed the California Commission on Peace Officer Standards and Training to prepare an implementation plan with recommended funding structures for the development of regional skill training facilities. The submitted plan recommended the inclusion of other public safety employees in the shared use of these training facilities.
2. This bill will enact the Public Safety Training Act of 1997 which will authorize a portion of the funds which are currently collected pursuant to Chapter 12 (commencing with Section 76000) of Title 8 of the Government Code and deposited with the State Treasury be placed into the "Public Safety Training Facilities Fund", which will be created by the passage of this measure. The funds directed into the "Public Safety Training Facilities Fund" will be the 30% portion as described by Section 1464(e) of the Penal Code which is currently remaining on deposit in the general fund. Additionally, the Public Safety Training Facilities Fund will receive the 25.70% of the State Penalty Fund which is currently being deposited into the Driver Training Fund as described in Section 1464 (f) Subsection (4) of the Penal Code. The Driver Training Fund is currently an unencumbered allocation and has been for several years, said funds ultimately becoming part of the general fund on an annual basis.

3. The shared regional training facilities specified by this bill will accomplish two purposes; the improvement in skill training, coordination, and preparedness of public safety employees using modern technologies and realistic learning environments, and the enhancement of community safety through safety training and awareness programs for the general public and vulnerable victim groups.

4. This bill is considered urgent legislation and will become effective when enacted. Urgency is necessitated by the crisis which currently exists by the absence of available facilities as well as the current process of training delivery. Training is currently regulated and mandated by several state-certifying and legislatively-mandated authorities such as The Commission On Peace Officer Standards and Training, The State Fire Marshall, or the State Board of Corrections. These entities are all empowered and funded to provide oversight responsibilities. The bulk of the responsibility for actual training delivery falls upon the Community College system or upon large metropolitan agencies. Both of these sources are under extreme pressure with insufficient facilities or equipment to accommodate the demand. This has been further exacerbated with the population explosion throughout California, necessitating the abandonment of many traditional training facility options simply because of population encroachment. Environmental and noise factors have also necessitated the shut down of range facilities, burn centers and many correctional training facilities have, in fact, become operating jails, simply because there has been no place else to house inmates.

Room and board options for trainees traveling to metropolitan areas have become nearly impossible with lodging costs near airports soaring into the hundreds of dollars for a single night, if it is available at all. Many State and Federal facilities have been downsized and/or closed and sold off. These facilities have been historically available as options for delivery of public safety training. In some cases, local public safety agencies have been able to acquire lease arrangements or actual title in order to continue accessing these facilities on a long term basis; however, there are few local resources to develop or refurbish them.

Needs in this area have been identified annually since 1989 when the first legislation was passed encouraging the investigation of a possible solution. Each year has brought further study and more legislation, culminating in a failed effort at a funding bond initiative in 1996.

Statewide public safety training issues have now reached crisis levels and must be addressed as soon as possible.

Funds required under this legislation are currently being collected by the counties and transferred to the State Treasurer. This measure requires the State Treasurer to place all such designated funds collected as described in Chapter XX003, beginning with date of passage, into the State Public Safety Training Facilities Fund where they will be disbursed as further provided for within this bill.

CHAPTER 1. PUBLIC SAFETY TRAINING ACT OF 1997

Article 1. General Provisions

XX000. This chapter shall be known as and may be cited as the Public Safety Training Act of 1997.

XX001. The Legislature finds and declares all of the following:

- a. It is in the interest of the people of the state that California be a safe place to live, work, or visit.
- b. As such, it is in the interest of the people of the state that all public safety employees throughout the state be uniformly and highly trained in order to maintain a high degree of readiness and ability to perform their respective duties and meet their responsibilities for general maintenance of public safety.
- c. Public safety services require employees to be trained with specialized technical and skill proficiency to respond to calls for service, emergency situations, and disasters.
- d. Present skill training facilities for public safety employees are unavailable or inadequate to meet existing demands for training and future needs.
- e. Adequate facilities and equipment are needed for current public safety training activities and need to be strategically located within training regions throughout the state. Public safety regional training facilities need to be developed which are designed to incorporate the latest in training technology advancements and effective facility designs to maximize learning, retention, skill development, and the employee's state-of-readiness.
- f. The local public safety departments or community colleges cannot individually finance the equipment or construct the facilities that are necessary to provide training on a coordinated statewide basis with a uniform result. Community Colleges have adapted a regional approach to training/educational delivery which is consistent with the intent and philosophy described in this bill. Community colleges are already developing consortia for the purpose of responding to the on-going training/educational needs of public safety and support the cost effective benefits which have been demonstrated through such arrangements. Public safety agencies have further organized themselves into eleven (11) regions establishing regional committees for the purpose of governance and coordination. This concept has been supported by all constituency groups from Law Enforcement, Corrections, Fire Service and Community Colleges.
- g. Co-locating public safety training in shared Regional Training Facilities will enhance more efficient training delivery, reduce duplication, and lead to better coordinated, safer, and more efficient multi-agency responses to public safety incidents or disasters.

h. Further, it is in the interest of the people of the state that programs exist which will bring together public safety employees and members of the general public in efforts to reduce crime and fire loss and promote community and personal safety. To foster this endeavor, the proposed public safety training facilities need to include specified community safety programs for the general public and vulnerable victim groups, such as weapons safety, home and personal safety, fire prevention and hazardous materials awareness, community-oriented policing techniques, crime prevention, and other programs designed to enhance individual and community safety.

i. The concept of attaching penalties to traffic and criminal code violations in order to offset the costs of the public safety system which must be in position to provide public safety has a long and strategic history in California. The original Commission On Peace Officer Standards and Training was established in 1959 with such a penalty assessment. The State Board of Corrections later approved the Standards and Training For Corrections through use of the same resources. The concept has since expanded to support the court system, public prosecutors, victim-witness assistance, restitution as well as numerous local public safety costs. This bill will not denigrate or modify any of these existing funds.

XX002. As used in this chapter, the following terms have the following meanings:

a. **"Board" or "Board of Directors"** means the Public Safety Regional Training Facilities Board of Directors created pursuant to Chapter XX005.

b. **"Fund"** means the Public Safety Facilities Fund created pursuant to Chapter XX003.

c. **"Public Safety Personnel"** means employees of state and local governmental agencies providing fire and rescue services, law enforcement, and/or correctional services who must be trained to respond to calls for services or emergency situations and/or who provide other law enforcement activities, fire suppression or prevention, emergency medical and rescue services, operations of hazardous materials situations, control of custodial facilities or field custody situations, and employees who receive calls and/or dispatch public safety services.

d. **"Facilities"** means buildings, structures, improvements, real property, and landscape requirements (including furnishings and supporting infrastructure) needed to provide and support the specified skill development training programs.

e. **"Equipment"** means any device or technology used in the training and educational process, including maintenance and support requirements.

**Article 2. Public Safety Training Facilities Fund
Program and Description**

XX003. The proceeds of funds collected through the process attributable to Chapter 12, (commencing with Section 76000) of Title 8 of the Government Code shall be deposited in the appropriate county fund and the balance shall then be transmitted to the State Treasury, with 70 % percent to be deposited in the State Penalty Fund and 30 % percent to be transferred on a monthly basis into the Public Safety Training Facilities Fund, which is hereby created. The Public Safety Training Facilities Fund shall be established and administered by a Board of Directors (Public Safety Training Facilities Board). The fund shall be that 30% portion of state penalty assessment currently collected and deposited into the State general fund as described in Section 1464(e) of the Penal Code. Additionally, the fund shall be the 25.70% of the State Penalty Fund currently collected and deposited into the "Driver Training Penalty Assessment Fund" as described in Section 1464 (f) Subsection (4) of the Penal Code.

The "Driver Training Penalty Assessment Fund" is currently an unencumbered allocation and has remained so for several years. It is the intention of the legislature that no state or local entity (except the state general fund) currently relying on penalty assessment funds in order to complete their mission or purpose supported by penalty assessment funding should have such funding reduced or withdrawn below their current proportioned funding level as a result of this legislation. This bill will modify Section 1464(e) and 1464(f) Subsection (4) of the Penal Code.

XX004. Appropriations in the Public Safety Training Facilities Fund shall be used to plan, develop, and construct public safety regional training facilities and to purchase training equipment as determined by the Board. Authorized expenditures may include the lease or purchase of real property, facility planning and design, remodeling of existing facilities, construction of new facilities, development, purchase, and installation of training simulators, devices, or systems, and other training-related equipment or capital improvements as determined by the Board to be necessary or desirable to provide effective public safety training statewide. Funds authorized under this chapter shall not be used for ongoing operational costs of the regional training facilities or equipment developed or purchased by such authorized funding. (Guarantees for operational funding strategies by facility operators will be required in a "Regional Plan" prior to Board approval for receipt of funding.)

(1) Distribution of the funds to the eleven regions of the state shall be in response to planning grants approved by the Board. Portions of the fund shall be designated and reserved for equitable distribution to the eleven regions for a period of three years following receipt of funds from the State Treasurer as follows:

(a) 45% of fund to be equally distributed to the eleven regions.

(b) 45% of fund to be distributed to the eleven regions based upon population as a percentage of the state total as provided annually by the Department of Finance of the State Of California. Data will be based upon the legislatively-mandated report known as "The E-1 Report - City and County Population".

(c) 8% of fund to be used by the Board of Directors for special projects and statewide planning for the support of all regions.

(d) 2% may be used for administrative costs including travel, support staff, contracted services and similar costs approved by the Board as referenced in Section XX0007.

(e) Regions not using their reserved allocations for a period of three years may have such allocations released to other regions at the discretion of the Board.

XX005 The Public Safety Regional Training Facilities Board is hereby created and hereafter designated as the "Board".

a. The Board shall be composed of the sitting chairs of the eleven regions as established and described in Chapter XX008 plus four additional members appointed by the Governor of the State of California. The four appointed members will be representative of state agencies only with one appointed member representing law enforcement, one appointed member representing fire service, one appointed member representing corrections and one appointed member representing the Chancellors Office of the California Community Colleges. The Board shall consist of fifteen members.

While it is recognized that this bill will create a new Board, it is the intention of this bill that the primary composition of the Board will be current chairs of Regional Training Committees which are already in existence as well as operational and will continue to function in that parallel responsibility regardless of the presence of this bill.

b. The purpose of the Board is to approve the planning and equitable distribution of funding authorized under this chapter for the establishment of shared Public Safety Regional Training Facilities throughout the state.

c. This Board serves to bring together into one equitably balanced planning group the appropriate representatives of state and local public safety agencies and trainers for the purposes of coordinating the development of a statewide network of regional skill facilities, maximize their efficient and effective distribution and use, ensure comprehensive and equitable inclusion of the training needs for all designated public safety employees (as specified in Section XX002 (c) into the planning, distribution, design, operations, and utilization of shared Public Safety Regional Facilities and provide for the equitable distribution of available developmental funding.

d. Distribution of available funds as determined by the Board will be administered in accordance with state regulations through supporting staff. The Board is authorized to contract for staff support, to coordinate its meetings and mission, and to track and distribute funds. The Board, at its discretion, may contract with any governmental entity to provide such support services, or may employ such staff as it deems necessary to manage its own affairs. The Board shall elect from its membership a Chair who shall preside at the meetings of the Board as well as administer the provisions of this bill. The Board is authorized to establish regulations to facilitate the business of the Board.

Article 3. Fiscal Provisions

XX006.

a. Funds authorized for expenditure under this chapter shall be expended on the basis of the distribution plan as described in Chapter XX004 and need as determined by the Board.

b. It is the intent of the Legislature that new facilities and equipment augment and co-exist with existing facilities, equipment, and training activities in a coordinated network of efficiently operated facilities which will meet the training needs of public safety employees statewide.

d. Although funds authorized for expenditure under this chapter may allow for the purchase or lease of real property, it is preferred that land sites for use as public safety regional training facilities should be owned or co-owned by (or consigned to for a minimum of 70 years) one or more local or state governmental entities, including school or college districts, and be dedicated by those entities as public safety regional training facilities for shared use of training activities with other public safety training entities.

e. Prior to the expenditure of funds pursuant to this chapter, the Board of Directors shall comply with all of the following:

(1) Funds shall only be expended in accordance with the provisions as set forth in Section XX004.

(2) Priority shall be given to those regional center locations which do not require purchase of new real property with funds authorized under this chapter.

(3) Priority shall be given to facilities and equipment which can be shared by multiple agencies and disciplines and provide specified community safety programs.

(4) Priority shall also be given to equipment, facilities and projects which enhance the skill development, retention and judgment, and systems which reduce training time and/or cost.

(5) In funding regional training facilities and equipment, the Board shall consider the commitments and contributions of local agencies and training program operators which may include real property, facilities, staffing, and/or ongoing operation and maintenance plans and costs.

(6) To facilitate this equitable distribution of funding and provide for local coordination and control of shared training facilities, eleven Public Safety Training Regions have been established throughout the State.

(a) Each of the training regions has established a Regional Public Safety Training Committee and selected a chair person to coordinate public safety training throughout that region and statewide as well as serve on the Board.

(b) Each Regional Public Safety Training Committee must comply with specified regional training plan requirements as determined by the Board in order to be eligible for appropriations from this funding. The regional plan requirements will require provisions for shared access, long-term site use, and ongoing support of the funded facilities provided by this bill.

(7) To provide for ongoing support of the facilities and equipment acquired through funding from this act, this legislation hereby authorizes all revenues generated by each shared public safety regional training facility to be maintained in an "independent training facility support fund" upon agreement by the facility operators and primary partners. This fund shall be dedicated to the staffing, maintenance, operational support, and upgrades of the shared training facility. This dedicated facility support fund shall comply with all other policies, procedures, guidelines, and reviews for "special funds" as mandated by the primary facility operator(s) governing fiscal requirements (city, county, district, or state), or requirements of a legally formed "joint powers agreement".

(8) The Board shall ensure that 100 percent of the funds expended for the purposes of this chapter are used for implementing the provisions of this act.

XX007

Of the total amount of funds made available for expenditure pursuant to this chapter, a sum not to exceed two percent (2%) as prescribed by law of that amount may be used by the Board of Directors for administrative costs incurred in implementing this chapter.

XX008

Eleven regions are hereby established by this bill which are made up of and described as follows:

Region One: "North Coast" consisting of Del Norte, Humboldt, Lake, Marin, Mendocino, Napa, Solano and Sonoma counties.

Region Two: "Northern Counties" consisting of Alpine, Amador, Butte, Colusa, El Dorado, Glenn, Lassen, Modoc, Nevada, Placer, Plumas, Sacramento, Shasta, Sierra, Siskiyou, Sutter, Tehama, Trinity and Yolo counties.

Region Three: "Bay Area" consisting of Alameda, Contra Costa and San Francisco counties.

Region Four: "Northern Central Valley" consisting of Calaveras, Mariposa, Merced, San Joaquin, Stanislaus and Tuolumne counties.

Region Five: "South Bay" consisting of Monterey, San Benito, San Mateo, Santa Clara and Santa Cruz counties.

Region Six: "Southern Central Valley" consisting of Fresno, Kern, Kings, Madera and Tulare counties.

Region Seven: "Central Coast" consisting of San Luis Obispo, Santa Barbara and Ventura counties.

Region Eight: "Inland Empire" consisting of Inyo, Mono, Riverside and San Bernardino counties.

Region Nine: "Los Angeles" consisting of Los Angeles county.

Region Ten: "Orange" consisting of Orange county.

Region Eleven: "Southern Border" consisting of Imperial and San Diego counties.

These regions have been clustered and organized following five years of intensive planning, study and collaboration by every segment of the public safety system of California, both State and local. Regional Committees are already established with both State and local Law Enforcement, Fire, Corrections and Community College representatives. This structure has been endorsed by every major segment of public safety within the state including the Community College system. The structure has received universal acceptance by the public safety community.



CONTRA COSTA COUNTY CALIFORNIA POLICE CHIEFS' ASSOCIATION

December 18, 1996

Chairman Manual Ortega
California Commission on
Peace Officer Standards and Training
1601 Alhambra Blvd.
Sacramento, CA 95816-7083

Dear Chairman Ortega:

The Contra Costa County Police Chiefs' Association has initiated a project to design and develop a regional driver training facility and program in Contra Costa County. The goal of this effort is to develop a full-service program which combines hands-on vehicle operation, simulator, interactive video and classroom instruction to enhance skills and competency in vehicle operations. This program should enhance the safety of officers and the public and reduce liability for agencies participating in the program. In addition, it should help fill the void in providing driver simulator training in the Bay Area and the northern part of the state.

To accomplish this goal, the Chiefs' Association has initially created a working partnership among the following agencies:

Contra Costa County Police Chiefs' Association
Contra Costa Criminal Justice Training Center - Los Medanos College
Contra Costa County Municipal Risk Management Insurance Authority
Contra Costa Community College District - Administration of Justice Advisory Board

We expect this group will formulate a proposal for cooperative funding of this project to be submitted to POST for its consideration. We believe that this maximizes the resources of the involved partners and agencies and others throughout our region.

We invite POST to join this partnership to assist us in formulating this proposal. We believe this approach addresses many of the goals specifically identified in the POST strategic plan and will serve as a model for future efforts to develop regional training facilities in our state. We look forward to working with POST to accomplish this goal.

Very truly yours,

Peter C. Sarna
Chairman

DEPARTMENT OF JUSTICE

DANIEL E. LUNGREN, Attorney General

COMMISSION ON PEACE OFFICER STANDARDS AND TRAINING

1601 ALHAMBRA BOULEVARD
SACRAMENTO, CA 95816-7083GENERAL INFORMATION
(916) 227-3909
FAX (916) 227-3895EXECUTIVE OFFICE January 2, 1997
(916) 227-2802

Peter C. Sarna, Chairman
Contra Costa County
Police Chiefs' Association
East Bay Regional Park District
Department of Public Safety
17930 Lake Chabot Road
Castro Valley, CA 94546


Dear Chairman Sarna:

Thank you for your letter inviting POST to participate in Contra Costa County efforts to develop a regional driver training facility and program. The Commission has keen interest in such endeavors and looks forward to working in partnership with the Contra Costa County Police Chiefs' Association and others.

I will provide copies of your letter to other members of the Commission. I am sure they will agree that a partnership addressing your described goals is consistent with the POST strategic plan.

POST staff will contact you in the near future.

Sincerely,


MANUEL E. ORTEGA
Chairman



CITY OF

San Bernardino

POLICE DEPARTMENT
LEE DEAN
CHIEF OF POLICE

December 12, 1996

State of California
Commission on POST
1601 Alhambra Boulevard
Sacramento, California 95816-7083

Attn: Mr. Norm Boehm
Executive Director

Dear Mr. Boehm:

The San Bernardino Police Department wishes to create a part-time call taker position to establish an auxiliary resource pool of personnel who can assist in dispatch by handling call taker duties only. It is our intent to hire personnel from within our existing sworn and civilian workforce, train them in telephone answering duties, and use them for emergency situations and extra coverage when unforeseeable staffing deficiencies occur. Personnel hired as part-time call takers will not work as radio dispatchers.

Because we belong to the POST Public Safety Dispatcher Program, we are restricted by regulations which prohibit use of peace officers in dispatch, and require all part-time personnel, regardless of the scope of their duties, to attend the 120 hour Public Safety Dispatcher training.

Title 11, Division 2 of the California Code of Regulations, Article 1, Section 1001, Section V, reads: "Public Safety Dispatcher is a non-peace officer who is employed full-time or part-time to perform duties which include receiving emergency calls for law enforcement service and/or dispatching law enforcement personnel." This section defines a dispatcher as a "non-peace officer" and combines "receiving emergency calls .. and/or dispatching" as duties of a Public Safety Dispatcher.

Under Section 1018(d), "Minimum Training Standards for Public Safety Dispatchers" all personnel as defined above must attend the 120 hour POST-certified PSD Course.

No provisions can be found to support utilization of peace officers in a part-time capacity, or separation of duties to allow call taking to stand alone from radio dispatching.

Because full-time and part-time Public Safety Dispatcher personnel are defined as a single unit, they are subject to the same training regulations.

While we support the professional standards POST has built for dispatchers through regulations, current budgetary constraints demand greater flexibility in the type of workforce we maintain. A small, well-trained staff of auxiliary personnel to occasionally augment dispatch is necessary for us to ensure we meet our public safety commitment to the community. It is not feasible to hire additional full time dispatchers for occasional emergencies or unexpected staffing problems. It is also not feasible to send part-time personnel, who will be limited to call taking duties, to a 120-hour Public Safety Dispatcher course.

Given the current budgeting dilemma most local governments are facing, I recommend POST consider the following proposed additions to its regulations during the January POST Commission Meeting. These recommendations would allow agencies flexibility to employ peace officers and other civilian police personnel in a limited call taker category, defined separately from the Public Safety Dispatcher, with a reduced training standard. These recommendations do not diminish the standards for full-time personnel or Public Safety Dispatchers, but merely provide a means for agencies to employ cost effective auxiliary personnel.

Recommended Addition to Section 1001:

"Call Taker" is a full-time or part-time communications position limited to receiving emergency and non-emergency telephone calls for law enforcement service."

Recommended Addition to Section 1018(d):

Call takers are subject to the POST-certified Public Safety Dispatchers' Basic Course when employed full-time.

Your consideration of this proposal would be greatly appreciated by our department and undoubtedly welcomed by other law enforcement agencies who are struggling as we are to provide cost effective services with decreasing tax dollars.

If you wish to discuss this proposal, please contact me at (909) 384-5603, or Lt. Larry Neigel at (909) 384-5690.

Thank you.

Very truly yours,



Wayne Harp
Assistant Chief of Police

WH/da

DEPARTMENT OF JUSTICE

DANIEL E. LUNGREN, Attorney General

COMMISSION ON PEACE OFFICER STANDARDS AND TRAINING101 ALHAMBRA BOULEVARD
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December 31, 1996



Assistant Chief Wayne Harp
San Bernardino Police Department
P.O. Box 1559
San Bernardino, CA 92401-1559

Dear Assistant Chief Harp:

I am writing in response to your December 12, 1996 letter outlining your idea to create a part-time call taker position within your agency, and to exempt them from the requirements of attending the 120-hour Public Safety Dispatcher training.

In 1992 when the POST Public Safety Dispatcher Program was created, a great deal of painstaking and deliberate work went into developing the program and its attendant training and testing components. The issue of call takers versus dispatchers and separation of those duties was examined in great detail at that time, and all of the development work resulted in Commission Regulations 1001 and 1018 that you have cited in your letter.

It was the clear intent of the Commission to exempt peace officers assigned to communications from the training and testing requirements for Public Safety Dispatcher. There is nothing in current regulations that would prevent you from using a peace officer in that capacity. The issue of using part-time call takers needs additional study and analysis in concert with subject matter experts and training presenters.

Your request for changes to Regulation 1001 and Regulation 1018 to include a call taker definition and training exemption for part-time call takers has been referred to staff for study. Because of the time necessary to fully explore these issues it is not possible to complete the necessary work that would be required for presentation to the Commission at its January 23, 1997 meeting.

A copy of your letter and our response will be included in the January 23, 1997 Commission agenda. The Commission could provide some additional direction or comment to staff at that time. Based on Commission direction and completion of the staff analysis, it is anticipated that this issue could be returned to the Commission at its April 1997 meeting for a decision.

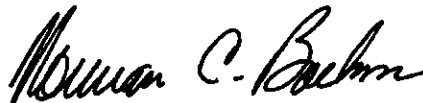
Assistant Chief Wayne Harp

December 31, 1996

Page 2

We appreciate the time and effort that went into your letter to describe the problem and type of program that you are hoping to accomplish and some proposed solutions for the Commission to consider. Should you have further questions or comments please contact Bureau Chief Ken Whitman in the Basic Training Bureau at (916) 227-4261.

Sincerely,

A handwritten signature in black ink, appearing to read "Norman C. Boehm". The signature is written in a cursive, flowing style.

NORMAN C. BOEHM

Executive Director

CALIFORNIA COMMUNITY COLLEGES

107 NINTH STREET
SACRAMENTO, CA 95814
(916) 445-8752



MEMORANDUM

Date: December 23, 1996

To: Jay Clark, Chairman
POST Advisory Committee

From: R. Cepeda, Vice Chancellor
Economic Development/Vocational Education

We are pleased to inform you that Dr. Leo Ruelas, has been selected to represent our agency on the POST Advisory Committee. Dr. Ruelas is intimately involved in POST related training in all of our Community Colleges. I'm sure you will find him a welcomed addition to your committee.